

REPORT  
OF THE  
INTERMEDIATE EDUCATION BOARD  
FOR IRELAND  
FOR THE YEAR 1896.

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Presented to Parliament by Command of Her Majesty.

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# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD

## FOR IRELAND

FOR THE YEAR 1896.

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TO HIS EXCELLENCY, GEORGE HENRY,  
EARL CADOGAN, K.G.,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland) submit to your Excellency this our Eighteenth Report.

The number of students who gave notice of their intention to present for examination in 1896 was:—

Boys.	Girls.	Total.
7,040	2,384	9,424

being an increase of 285, or 4·2 per cent., in the case of boys and an increase of 121, or 5·3 per cent., in the case of girls; and a total increase of 4·5 per cent. on the corresponding numbers in 1895; and a total increase of 12·9 per cent. on the corresponding numbers in 1894.

vi *Report of the Intermediate Education Board for Ireland.*

In the last ten years the numbers were respectively as follows :—

Year.	Boys.	Girls.	Total.
1887	5,012	1,460	6,472
1888	4,968	1,626	6,594
1889	5,201	1,878	7,179
1890	4,841	1,428	6,269
1891	4,193	1,444	5,637
1892	4,714	1,622	6,336
1893	5,780	1,856	7,636
1894	6,279	2,007	8,286
1895	6,765	2,263	9,028
1896	7,040	2,384	9,424

See Table  
L

The number of students who presented themselves for examination in 1896 was :—

Boys.	Girls.	Total.
6,503	2,208	8,711

being an increase of 236 or 3·8 per cent. in the case of boys, and an increase of 152 or 7·4 per cent. in the case of girls, and a total increase of 388 or 4·7 per cent. on the corresponding numbers in 1895.

In the last ten years the numbers were respectively as follows :—

Year.	Boys.	Girls.	Total.
1887, . .	4,613	1,316	5,929
1888, . .	4,551	1,507	6,058
1889, . .	4,838	1,595	6,433
1890, . .	3,943	1,293	5,236
1891, . .	3,856	1,300	5,156
1892, . .	4,294	1,465	5,759
1893, . .	5,265	1,709	6,974
1894, . .	5,816	1,860	7,676
1895, . .	6,267	2,056	8,323
1896, . .	6,503	2,208	8,711

See  
Appendix.

The examinations for 1896, which commenced on 15th June and extended over eleven days, were held at 255 centres, in 94 different localities.

The following Table shows the distribution of Centres between the Four Provinces :—

Centres.	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Centres for Boys, .	73	41	59	13	186
Centres for Girls, .	29	26	11	3	69
Total, . . .	102	67	70	16	255

One hundred and ninety-one gentlemen and seventy ladies were employed as Centre Superintendents, being an average of one Superintendent to every 34 boys and to every 31 girls examined, respectively.

The number of students who passed the Examinations in 1896 See Table III.  
was :—

Boys.	Girls.	Total.
3,733	1,213	4,966

In the last ten years the numbers were respectively as follows :—

Year.	Boys.	Girls.	Total.
1887, .	2,626	969	3,595
1888, .	2,873	1,222	4,094
1889, .	2,844	1,174	4,018
1890, .	2,333	767	3,100
1891, .	2,804	774	3,578
1892, .	2,589	784	3,373
1893, .	3,041	955	3,996
1894, .	3,419	1,104	4,523
1895, .	3,783	1,190	4,973
1896, .	3,753	1,213	4,966

The proportion *per cent.* of those examined who passed in 1896  
was :—

Boys.	Girls.	Boys and Girls.
57.7	54.9	57.

The proportions in the last ten years were respectively as follows :—

Year.	Boys.	Girls.	Boys and Girls.
1887, .	56.9	73.5	60.
1888, .	63.1	81.1	67.5
1889, .	58.7	69.2	61.5
1890, .	59.1	59.3	59.2
1891, .	59.7	59.5	59.6
1892, .	59.1	53.5	57.7
1893, .	57.7	57.9	57.3
1894, .	58.8	59.2	58.9
1895, .	60.4	57.0	59.8
1896, .	57.7	54.9	57.

Exclusive of over-age students the proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
59.9	56.7	59.1

Exclusive of over-age students the proportions in the four last years were as follows :—

Year.	Boys.	Girls.	Boys and Girls.
1893, .	59.5	57.2	59.
1894, .	60.3	59.9	60.2
1895, .	62.2	59.3	61.5
1896, .	59.9	56.7	59.1

See Table  
V.

The number of students to whom were awarded £50 Prizes (Senior Grade), and Exhibitions in the Middle, Junior, and Preparatory Grades was :—

Boys, 356 ; Girls, 117 ; Total, 473.

See Table  
VI.

The number of students to whom were awarded prizes in books was :—

Boys, 366 ; Girls, 133 ; Total, 499.

See Table  
VII.

The number of students to whom were awarded Prizes for Composition under Rule 51 was :—

Boys, 110 ; Girls, 58 ; Total, 168.



The number of students to whom were awarded Commercial Prizes under Rule 48 was:— See Table VIII.

Boys, 15; Girls, 1; Total, 16.

Three large Gold Medals were awarded to Boys, and three to Girls, for First Places in the several Grades. Nine Gold Medals were awarded to Boys, and eight to Girls, for excellence in Special Subjects. See Table IX.

The number of students to whom were awarded Special Money Prizes in lieu of Medals under Rule 49 was:—

Boys, 1; Girls, 3; Total, 4.

The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1896 was:— See Appendix IV.

Boys, £40,365 9s. 6d.; Girls, £12,416 5s. 4d.;  
Total, £52,781 14s. 10d.

Of the students, 4,966, who passed the Examination, Results Fees were paid on 4,691, being an average Fee of £11 5s. 0d. per student.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

PROVINCES.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL.
	Boys.	Girls.		Boys.	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	16,399 1 6	4,616 13 9	21,015 15 3	73	53	126
ULSTER, . . .	9,189 9 0	5,547 5 7	14,727 14 7	37	69	106
MUNSTER, . . .	12,737 9 6	1,930 5 0	14,667 15 3	59	24	83
CONNAUGHT, . . .	2,028 9 6	322 0 3	2,350 9 9	21	6	27
<b>Gross Total, . .</b>	<b>40,365 9 6</b>	<b>12,416 5 4</b>	<b>52,781 14 10</b>	<b>210</b>	<b>152</b>	<b>362</b>

See Table  
XL, and  
App. V.

The values of the Burke Memorial Prizes awarded in 1896 were :—

Boys—	Girls—
First Prize, £14 0s. 0d.	Prize, £8 15s. 0d.
Second Prize, £8 15s. 0d.	

## FINANCE.

Our Balance Sheet for the year 1896, in respect of the original Endowment (Table X. *infra*), shows a surplus of £6,845 11s. 7d. (including a sum of £1,083 6s. 8d., Income Tax, to be refunded by the Commissioners of Inland Revenue), of which £2,713 8s. 2d. is balance in respect of the year 1895.

The Local Taxation Account (see Table XI.) shows that the Receipts under the Local Taxation (Customs and Excise) Act, and as interest on securities, amounted to £49,709 0s. 11d., and that the Expenditure from that account on Results Fees and Exhibitions for 1896 was £54,734 12s. 10d., the excess of Expenditure over Income, £5,025 11s. 11d., having been met from the amount held in reserve from previous years.

Taking both Accounts into consideration, our total Expenditure in 1896 has exceeded our Income from all sources in that year by £893 8s. 6d., to which are to be added liabilities estimated at £350.

The period for which interest at 3½ per cent. payable by the Land Commission and guaranteed by the Treasury on our original Endowment of £1,000,000 sterling expired in February in the present year, and negotiations with the Land Commission have resulted in the renewal of their debt to the Board for ten years, at 2½ per cent. interest, guaranteed by the Treasury. The income from our original Endowment will, consequently, be diminished by the sum of £5,000 per annum.

## EDUCATION.

The conditions of passing the Examination generally were identical with those in force in 1895, except that the subject "Elementary Mechanics" has been removed from the Programme for Boys in the Senior Grade.

The per-centages of Students of the prescribed ages examined in the different Grades who Passed were, compared with the per-centages in 1895, as follows:—

GRADE.	Boys.		Girls.	
	1896.	1895.	1896.	1895.
Preparatory, . . .	63·1	61·6	65	52·8
Junior, . . . .	57·9	61·9	43·7	62·6
Middle, . . . .	51·3	63·5	66·1	59·8
Senior, . . . .	73·1	68·2	84·4	67·9

Turning to the Commercial side of our Examinations, the number of students who qualified for Commercial Certificates was 73 (72 Boys and 1 Girl). The number of Special Commercial Prizes awarded was 16 (15 Boys and 1 Girl).

A number of other students, as in previous years, who did not aim at obtaining Commercial Certificates, availed themselves of the opportunity of presenting themselves for examination in certain of the Commercial subjects.

Detailed information respecting the answering of students, Boys and Girls, in the different subjects will be found in the Reports of the Examiners (Appendix III.), copies of which were transmitted to all Managers of Schools in Ireland to whom Results Fees were paid in 1896.

TABLE I.—Showing the Number of Students who presented themselves for Examination in the last ten years, respectively.

YEAR.	PREPARATORY GRADE.									
	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Boys, . . . .	—	—	—	—	—	1,429	1,773	2,129	2,395	2,376
Girls, . . . .	—	—	—	—	—	391	492	525	619	684
Total, . . .	—	—	—	—	—	1,820	2,265	2,654	3,014	3,060

TABLE I.—Showing the Number of Students who presented themselves

YEAR.	JUNIOR GRADE.									
	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Boys—of the prescribed age, .	3,667	3,569	3,672	3,070	3,064	2,177	2,407	2,440	2,554	2,783
Do., Over-age, . . .	81	125	101	84	107	—	200	241	328	314
Total, . . .	3,708	3,714	3,973	3,154	3,171	2,177	2,607	2,721	2,882	3,097
Girls—of the prescribed age, .	964	1,103	1,227	929	941	755	708	891	929	943
Do., Over-age, . . .	8	12	17	13	13	—	59	81	89	94
Total, . . .	972	1,115	1,244	942	954	755	857	972	1,018	1,037
Gross Total, . . .	4,740	4,829	5,217	4,097	4,125	2,942	3,524	3,693	3,900	4,134

  

YEAR.	SENIOR GRADE.									
	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Boys—of the prescribed age, .	220	241	274	219	224	108	200	219	253	219
Do., Over-age, . . .	13	7	10	11	4	7	49	43	49	70
Total, . . .	233	251	284	230	228	205	249	262	302	289
Girls—of the prescribed age, .	85	109	131	122	94	81	86	99	103	134
Do., Over-age, . . .	1	3	4	1	2	1	6	8	13	14
Total, . . .	86	112	135	123	96	82	92	107	116	148
Gross Total, . . .	319	363	419	353	324	287	341	369	418	437

for Examination in the last ten years, respectively—continued.

MIDDLE GRADE.										YEAR.
1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	
579	549	547	534	433	485	503	534	545	591	Boys—of the prescribed age.
23	17	34	15	24	—	73	129	129	179	Do., Over-age.
612	565	581	549	457	483	576	704	673	769	Total.
240	271	264	229	241	227	242	339	281	298	Girls—of the prescribed age.
10	9	12	8	9	—	26	28	49	40	Do., Over-age.
260	280	276	237	250	227	268	367	330	338	Total.
872	846	857	788	707	710	844	971	953	1,101	Gross Total.
TOTAL.										YEAR.
1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	
4,406	4,402	4,593	3,822	3,731	4,281	4,883	5,272	5,752	5,947	Boys—of the prescribed age.
127	149	143	120	135	7	382	544	525	556	Do., Over-age.
4,513	4,551	4,736	3,942	3,866	4,294	5,265	5,816	6,277	6,503	Total.
1,299	1,485	1,843	1,371	1,370	1,464	1,618	1,751	1,901	2,000	Girls—of the prescribed age.
19	26	33	22	24	1	91	112	151	148	Do., Over-age.
1,318	1,511	1,876	1,393	1,394	1,465	1,709	1,863	2,052	2,148	Total.
5,931	6,063	6,619	5,335	5,256	5,759	6,974	7,579	8,329	8,651	Gross Total.

TABLE II. —Showing the DATES and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1896.

Day.	FORENOON EXAM.		AFTERNOON EXAM.		EVENING EXAM.		MORNING EXAM.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 14th June.			Math,* . . . .	8-6	Math,* . . . .	8-6	Math,* . . . .	8-6
Tuesday, 15th June.	French, (Interval) Euclid, . . . .	10-1 1-3 2-6	French, (Interval) Euclid, . . . .	10-1 1-3 2-6	French, (Interval) Euclid, . . . .	10-1 1-3 2-6	French, (Interval) Euclid, . . . .	10-1 1-3 2-6
Wednesday, 17th June.	English—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6	English—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6	English—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6	English—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6
Thursday, 18th June.	Latin—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6	Latin—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6	Latin—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6	Latin—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 2-6
Friday, 19th June.	Arithmetic, (Interval) Algebra, . . . .	10-1 1-3 2-6	Arithmetic, (Interval) Algebra, . . . .	10-1 1-3 2-6	Arithmetic, (Interval) Algebra, . . . .	10-1 1-3 2-6	First Trigonometry, (Interval) Algebra and Arithmetic.	10-1 1-3 2-6
Saturday, 20th June.	Calculus, . . . .	10-1	Calculus, (Interval) Differential Geometry,*	10-1 1-3 2-6	Calculus, (Interval) Differential Geometry,*	10-1 1-3 2-6	Calculus, (Interval) Differential Geometry,*	10-1 1-3 2-6

\* One only.

(Interval)

Table II.—Showing the Days and Hours at which Examinations in the several subjects of the Curriculum were held in 1888—con.

Day.	Preliminary Exams.		Junior Exams.		Senior Exams.		General Exams.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 22d June.	Greek—1st Paper, (Internal)	10-1	Greek—1st Paper, (Internal)	10-1	Greek—1st Paper, (Internal)	10-1	Greek—1st Paper, (Internal)	10-1
	2nd Paper	1-2	2nd Paper	1-2	2nd Paper	1-2	2nd Paper	1-2
Tuesday, 23d June.			Commercial—English, (Internal)	10-1	Commercial—English, (Internal)	10-1	Commercial—English, (Internal)	10-1
			Commercial—French, (Internal)	1-2	Commercial—French, (Internal)	1-2	Commercial—French, (Internal)	1-2
Wednesday, 24th June.			Commercial—German, (Internal)	2-4.30	Commercial—German, (Internal)	2-4.30	Commercial—German, (Internal)	2-4.30
				4.30-5		4.30-5		4.30-5
Thursday, 25th June.	Drawing.		Drawing.		Drawing.		Drawing.	
	Freehand.	12-1.30	Freehand.	10-11.30	Freehand.	10-11.30	Freehand.	10-11.30
Friday, 26th June.	German.	2-4	German.	11.30-12	German.	11.30-12	German.	11.30-12
				12-1.30		12-1.30		12-1.30
Saturday, 27th June.			Chemistry.	1.30-2	Chemistry.	1.30-2	Chemistry.	1.30-2
				2-4		2-4		2-4
Sunday, 28th June.			Natural Philosophy, (Internal)	10-1	Natural Philosophy, (Internal)	10-1	Natural Philosophy, (Internal)	10-1
			Chemistry.	1-2	Chemistry.	1-2	Chemistry.	1-2
Monday, 29th June.			Book-keeping, (Internal)	10-1	Book-keeping, (Internal)	10-1	Book-keeping, (Internal)	10-1
			Shorthand.	1-2	Shorthand.	1-2	Shorthand.	1-2
Tuesday, 30th June.				2-4.30		2-4.30		2-4.30
Wednesday, 1st July.			Italian or Spanish, (Internal)	10-1	Italian or Spanish, (Internal)	10-1	Italian or Spanish, (Internal)	10-1
			Commercial—Italian or Spanish.	1-2.30	Commercial—Italian or Spanish.	1-2.30	Commercial—Italian or Spanish.	1-2.30
Thursday, 2nd July.				2.30-4		2.30-4		2.30-4
				4-5		4-5		4-5

+ O'clock only.

TABLE III.—Showing the number of

	PREPARATORY GRADE.			JUNIOR GRADE.			Honors
	Ex- amined.	Passed.	Proportion per cent. of Passed.	Ex- amined.	Passed.	Proportion per cent. of Passed.	Ex- amined.
Boys—of the prescribed age, .	2,378	1,501	63.1	2,739	1,598	57.9	581
Do., Over-age, . . . .	—	—	—	314	131	41.7	172
Total, . . . .	2,378	1,501	63.1	3,053	1,729	56.8	753
Girls—of the prescribed age, .	684	445	65.	942	412	43.7	298
Do., Over-age, . . . .	—	—	—	94	20	21.3	46
Total, . . . .	684	445	65.	1,037	432	41.6	338
Gross Total, . . . .	3,062	1,946	63.5	4,110	2,161	52.6	1,101

TABLE IV.—Showing for each subject (1) the number of students who passed  
failed, and (4) the total number examined; also the proportion  
and (6) who passed**BOYS.**

Preparatory Grade (Of the Prescribed Age).	SUBJECTS.				
	Greek.	Latin.	English.	French.	German.
Passed with Honors, . . . . .	41	283	385	558	10
without Honors, . . . . .	46	280	1,009	695	20
Failed, . . . . .	85	591	406	558	11
Total Examined, . . . . .	166	1,170	2,371	2,300	41
Proportion per cent. who passed with Honors, . .	24.7	24.7	37.3	43.4	24.4
Ditto, without Honors, . . . . .	24.1	24.3	45.5	31.4	40.8
Total Per-centage passed, . . . . .	48.8	49.5	82.8	74.8	73.2
(Over Age).*					
Passed with Honors, . . . . .					
without Honors, . . . . .					
Failed, . . . . .					
Total Examined, . . . . .					
Proportion per cent. who passed with Honors, . .					
Ditto, without Honor, . . . . .					

\* Over Age Students were not



Students who passed the Examination.

Grade.		SENIOR GRADE.			TOTAL.			
Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	
303	51.3	219	160	73.1	5,947	3,562	59.9	Boys—of the prescribed age. Do., Over-age. Total.
25	20.3	79	25	31.7	556	191	34.4	
338	44.3	289	185	64.	6,503	3,753	57.7	
197	60.2	185	114	84.4	2,060	1,168	56.7	Girls—of the prescribed age. Do., Over-age. Total. Gross Total.
15	37.5	14	10	71.4	148	45	30.4	
212	62.7	149	124	83.2	2,208	1,213	54.9	
550	50.	438	300	70.5	8,711	4,966	57.	

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors.

**BOYS.**

SUBJECTS.						Preparatory Grade (Of the Prescribed Age).
Latin.	Greek.	Arith- metics.	Euclid.	Algebra.	Drawing.	
87	148	1,042	912	691	643	Passed with Honors.
27	87	912	714	447	509	" without Honors.
2	70	497	611	533	413	Failed.
66	315	2,361	2,237	1,670	1,565	Total Examined.
56.1	48.5	44.1	40.3	41.4	41.1	Proportion per cent. who passed with Honors.
49.9	28.5	38.6	31.9	26.8	32.5	Do., without Honors.
37.	77.	32.7	72.7	68.2	73.6	Total Per-centage passed.
						(Over Age).*
						Passed with Honors.
						" without Honors.
						Failed.
						Total Examined.
						Proportion per cent. who passed with Honors.
						Do., without Honors.

\*Eligible for Preparatory Grade.

**TABLE IV.**—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

# BOYS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Spanish.
Passed with Honours, . . .	182	603	495	50	609	45	84	.	33	.
" without Honours, . . .	133	491	1,008	120	668	163	46	.	43	.
Failed, . . . . .	175	561	744	166	733	182	12	.	18	.
Total Examined, . . .	490	1,748	2,747	336	2,021	390	142	.	94	.
Proportion percent. who passed with Honours.	37.1	30.0	18.	14.9	30.5	14.5	59.1	.	35.1	.
Ditto, without Honours.	27.1	28.3	36.9	35.7	33.8	41.2	32.4	.	46.7	.
Total Per-centage passed.	64.2	67.9	74.9	50.6	71.3	47.7	91.5	.	81.8	.
(Over Age.)										
Passed with Honours, . . .	7	10	26	1	66	1	.	.	.	1
" without Honours, . . .	22	40	164	6	126	1	.	.	.	.
Failed, . . . . .	27	122	123	27	110	22	2	.	.	.
Total Examined, . . .	56	170	313	34	291	24	2	.	.	1
Proportion percent. who passed with Honours.	12.5	10.	8.3	2.9	19.2	4.2	.	.	.	100
Ditto, without Honours.	39.3	23.5	52.4	17.6	42.9	4.2	.	.	.	.
Total Per-centage passed.	44.8	25.3	60.7	20.5	62.1	8.4	.	.	.	100

with Honors, (2) the number who passed without Honors, (3) the number who  
 per cent. to those examined of those who (5) passed with Honors,  
 without Honors—continued.

### BOYS.

SUBJECTS.										Junior Grade (Of the Prescribed Age).
Commercial Geography.	Latin.	Arithmetic.	Book-keeping.	Reading.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
173	658	226	918	655	63	41	384	168		Passed with Honors.
67	943	341	1,131	604	151	25	532	119		" without Honors.
27	1,830	286	574	912	237	166	351	130		Failed.
267	2,730	916	2,623	2,171	451	285	1,267	417		Total Examined.
448	241	312	350	302	14	154	303	493		Proportion per cent. who passed with Honors.
291	246	376	431	278	338	293	43	285		Ditto, without Honors.
292	586	687	781	58	475	452	723	668		Total Per-centage passed.
										(Over Age.)
44	23	70	40	1	1	22	8			Passed with Honors.
1	113	34	136	72	11	4	64	9		" without Honors.
2	154	35	85	127	39	14	27	15		Failed.
5	311	92	300	239	51	19	113	32		Total Examined.
141	25	253	167	2	53	126	25			Proportion per cent. who passed with Honors.
323	363	37	453	301	216	21	556	221		Ditto, without Honors.
323	504	62	716	468	236	203	791	531		Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

**BOYS.**

Middle Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	110	243	26	7	230	16	43	6	11	6
„ without Honors, . . .	70	157	230	30	994	25	10	.	6	1
Failed, . . . . .	35	96	274	45	84	37	2	.	2	.
Total Examined, . . .	221	496	530	73	535	78	55	6	19	7
Proportion per cent. who passed with Honors.	52.5	49	4.2	9.3	49.5	30.5	78.2	100	57.5	100
Ditto, without Honors,	31.7	31.6	49.1	27.4	35.6	32	18.2	.	31.6	100
Total Per-centage passed,	84.2	80.6	53.3	37	85.1	62.5	96.4	100	89.1	100
<b>(Over Age.)</b>										
Passed with Honors, . . .	12	27	1	.	40	.	.	.	.	.
„ without Honors, . . .	30	50	39	2	67	2	1	.	.	1
Failed, . . . . .	23	52	132	2	53	6	1	.	.	1
Total Examined, . . .	71	128	172	10	100	6	2	.	.	2
Proportion per cent. who passed with Honors.	16.9	19.6	6	.	29	.	.	.	.	.
Ditto, without Honors,	50.7	42.7	22.7	20	41.9	25	50	.	.	50
Total Per-centage passed,	67.6	62.3	23.3	20	69.9	25	50	.	.	50

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

# BOYS.

SUBJECTS.											Middle Grade (Of the Prescribed Age).
Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Precis Writing.	
.	32	233	31	226	180	42	20	13	29	1	Passed with Honors.
1	13	219	52	201	155	43	20	59	28	16	" without Honors.
.	4	125	30	93	100	42	16	62	10	22	Failed.
1	55	583	125	550	435	127	62	140	65	41	Total Examined.
.	69.1	38.7	24.5	62.8	36.1	33.1	32.3	9.3	44.6	2.4	Proportion per cent. who passed with Honors.
80	25.0	42.7	42.4	35.9	31.3	35.9	41.9	47.1	40.1	43.9	Do, without Honors.
80	90.7	78.4	71.2	88.7	67.7	67.9	74.1	51.4	84.6	49.3	Total Per-centage passed.
											(Over Age).
.	1	25	5	20	23	.	1	1	2	.	Passed with Honors.
1	1	73	14	67	37	0	2	9	5	2	" without Honors.
1	1	70	10	72	75	18	2	14	5	8	Failed.
2	3	163	29	168	135	24	5	24	13	10	Total Examined.
.	33.3	14.3	17.2	17.3	17.1	.	20.1	4.2	16.6	.	Proportion per cent. who passed with Honors.
50	33.3	43.4	48.3	38.9	27.4	28.1	40.1	37.5	41.7	30.1	Do, without Honors.
50	66.6	58.3	65.5	67.2	44.4	25.1	60.1	41.7	58.3	50.1	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined ; also the proportion and (6) who passed

**BOYS.**

Senior Grade (Of the Prescribed Age).	Subjects.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	44	65	50	8	35	4	19	2	11	9
“ without Honors, . . .	68	91	132	12	37	13	7	.	4	.
Failed, . . . . .	21	41	31	5	25	8	3	.	2	.
Total Examined, . . .	133	197	213	25	207	25	29	2	17	9
Proportion per cent. who passed with Honors.	33.1	33.5	23.1	32	41.1	10	65.5	100	64.7	100
“ “ without Honors.	51.1	46.2	61.1	48	45.8	52	24.1	.	23.5	.
Total Per-centage passed.	84.2	79.7	84.2	80	87.9	62	89.6	100	88.2	100
<b>(Over Age.)</b>										
Passed with Honors, . . .	1	9	1	.	12	.	.	.	.	.
“ without Honors, . . .	10	19	31	.	17	1	.	.	.	1
Failed, . . . . .	27	53	26	5	32	4	.	.	.	.
Total Examined, . . .	47	81	58	5	61	5	.	.	.	1
Proportion per cent. who passed with Honors.	2.1	11.1	1.7	.	19.7	.	.	.	.	.
“ “ without Honors.	40.4	31.1	40.3	.	27.8	20	.	.	.	100
Total Per-centage passed.	42.5	42.2	41.9	.	47.5	20	.	.	.	100

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

# BOYS.

SUBJECTS.										Senior Grade (Of the Prescribed Age).
Commercial Spanish.	Celtic.	Algebra and Arithmetic.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Precis Writing.	
-	15	68	48	63	16	6	7	2	2	Passed with Honors.
-	1	71	139	52	14	6	4	4	19	" without Honors.
-	-	58	27	66	10	1	2	3	16	Failed.
-	16	187	214	160	40	12	13	9	33	Total Examined.
-	928	31	224	394	40	417	538	223	55	Proportion per cent. who passed with Honors.
-	62	38	649	326	35	50	308	444	328	"    without Honors.
-	100	62	873	719	75	917	846	666	583	Total Per-centage passed.
-	-	5	3	7	-	-	-	-	-	(Over Age).
-	-	13	43	6	3	-	1	-	1	Passed with Honors.
-	-	40	19	26	4	1	1	-	-	" without Honors.
-	-	68	65	37	7	1	2	-	1	Failed.
-	-	64	48	189	-	-	-	-	-	Total Examined.
100	-	224	681	136	129	-	50	-	100	Proportion per cent. who passed with Honors.
100	-	81	707	324	429	-	50	-	100	"    without Honors.
100	-	81	707	324	429	-	50	-	100	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

**BOYS.**

Total in all Grades (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	353	1,290	1,455	65	2,253	68	186	7	92	8	.
„ without Honors, . . .	311	1,032	3,009	152	1,929	141	83	.	89	.	1
Failed, . . . . .	316	1,289	1,438	217	1,430	207	25	.	24	.	.
Total Examined, . . .	1,016	3,611	5,922	434	5,612	413	297	7	195	8	1
Proportion per cent. who passed with Honors, . . .	33.9	35.7	24.6	15	46.2	15.7	58.4	100	46.3	100	.
„ „ without Honors, . . .	30.8	28.0	50.8	35	34.4	34.1	31.1	.	80.8	.	100
Total Per-centage passed, . . .	68.7	64.3	75.4	50	74.0	49.8	89.5	100	87.7	100	100
<b>(Over Age.)</b>											
Passed with Honors, . . .	20	56	28	1	163	1	.	.	.	.	1
„ without Honors, . . .	77	127	234	8	203	4	1	.	.	.	2
Failed, . . . . .	77	207	290	40	135	32	3	.	.	.	1
Total Examined, . . .	174	389	552	49	501	37	4	.	.	.	4
Proportion per cent. who passed with Honors, . . .	11.6	14.1	5.1	2	21.1	2.7	.	.	.	.	25
„ „ without Honors, . . .	41.2	32.6	42.4	16.3	40.8	10.8	25	.	.	.	50
Total Per-centage passed, . . .	55.7	47.7	47.5	18.3	61.9	13.5	25	.	.	.	75



with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

# BOYS.

SUBJECTS.												Total in all Grades (Of the Prescribed Age.)
Civile.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetick.	Pure Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Free Writing.	
24	1,008	317	2,174	1,426	60	63	121	69	1,047	199	3	Passed with Honors.
168	2,103	402	2,186	1,206	71	62	208	117	1,104	149	37	" without Honors.
141	1,003	322	1,275	1,604	68	45	289	173	834	143	37	Failed.
623	5,671	1,041	5,334	4,330	157	169	618	340	2,665	491	77	Total Examined.
382	330	304	366	262	31	304	196	192	301	405	39	Proportion per cent. who passed with Honors.
301	371	336	368	278	33	325	236	326	37	303	45	Do, without Honors.
813	397	69	174	63	66	719	632	618	721	708	519	Total Per-centage passed.
												(Over Age.)
1	69	28	111	63	5	7	1	2	23	10	.	Passed with Honors.
2	196	45	240	169	13	8	20	6	74	14	3	" without Honors.
3	221	45	176	202	40	25	61	17	42	20	8	Failed.
6	479	121	533	374	58	37	82	25	139	44	11	Total Examined.
187	144	231	208	168	80	189	12	3	145	227	.	Proportion per cent. who passed with Honors.
332	383	307	461	291	224	135	214	24	632	818	273	Do, without Honors.
50	532	623	609	459	31	324	250	32	627	545	273	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

**G I R L S.**

Preparatory Grade.	Subjects.					
	Greek.	Latin.	English.	French.	German.	Italian.
Passed with Honors, . . . . .	2	28	234	313	53	9
" without Honors, . . . . .	1	48	357	228	73	13
Failed, . . . . .	.	118	93	136	55	13
Total Examined, . . . . .	3	194	684	677	181	35
Proportion per cent. who passed with Honors,	66·7	14·4	34·2	46·2	29·2	25·5
Ditto, without Honors, . . . . .	33·3	24·7	52·2	33·7	46·	38·2
Total Per-centage passed, . . . . .	100·	39·1	86·4	79·9	66·2	61·7
<b>(Over Age).*</b>						
Passed with Honors, . . . . .						
" without Honors, . . . . .						
Failed, . . . . .						
Total Examined, . . . . .						
Proportion per cent. who passed with Honors,						
Ditto, without Honors, . . . . .						

\* Over Age Students were not

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—*continued*.

# GIRLS.

SUBJECTS.					Preparatory Grade.
Latin.	Arith- metics.	Euclid.	Algebra.	Drawing.	
3	200	77	134	230	Passed with Honors.
1	296	65	119	338	" without Honors.
.	179	96	151	20	Failed.
3	675	238	404	589	Total Examined.
66.7	29.6	32.3	35.2	39.	Proportion per cent. who passed with Honors.
33.3	45.8	27.8	29.4	57.6	Ditto, without Honors.
100.	73.4	55.6	62.6	96.5	Total Per-centage passed.
					(Over Age.) *
					Passed with Honors.
					" without Honors.
					Failed.
					Total Examined.
					Proportion per cent. who passed with Honors.
					Ditto, without Honors.

eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

**GIRLS.**

Junior Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	8	118	81	3	338	8	75	4	10	.	.
„ without Honors, . . .	2	66	401	0	218	14	140	4	21	.	.
Failed, . . . . .	1	64	458	14	123	8	81	.	35	.	.
Total Examined, . . .	11	238	940	17	679	30	301	8	75	.	.
Proportion per cent. who passed with Honors, . . .	72·7	49·8	8·6	13·	60·1	26·7	25·8	50·	20·3	.	.
„ „ without Honors, . . .	18·2	27·7	42·6	20·1	35·7	46·7	45·3	50·	28·	.	.
Total Per-centage passed, . . .	90·9	77·5	51·2	33·1	86·8	73·4	71·1	100·	48·3	.	.
<b>(Over Age.)</b>											
Passed with Honors, . . .	.	.	3	1	23	.	.	.	.	.	.
„ without Honors, . . .	.	2	31	1	14	1	7	.	.	.	.
Failed, . . . . .	.	4	69	.	17	.	7	.	.	.	.
Total Examined, . . .	.	6	103	2	61	1	14	.	.	.	.
Proportion per cent. who passed with Honors, . . .	.	.	3·2	50·	39·1	.	.	.	.	.	.
„ „ without Honors, . . .	.	33·3	33·2	50·	40·8	100·	50·	.	.	.	.
Total Per-centage passed, . . .	.	33·3	36·5	100·	81·3	100·	50·	.	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

# GIRLS.

SUBJECTS.												Junior Grade (Of the Prescribed Age).
Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
4	66	32	119	106	2	1	24	243	127	210	12	Passed with Honors.
1	218	49	141	120	5	2	42	348	213	431	11	" without Honors.
	619	23	106	218	4	5	27	57	254	123	7	Failed.
8	903	109	329	513	11	8	93	638	501	718	30	Total Examined.
89	73	223	322	397	182	125	258	309	214	303	60	Proportion per cent. who passed with Honors.
20	341	449	39	31	454	29	452	183	358	513	307	Idem, without Honors.
100	344	742	712	517	636	375	71	852	572	846	797	Total Per-centage passed.
												(Over Age).
		3	1				2	14	7	38		
	22	12	11	9			4	31	28	44	1	Passed with Honors.
	83	4	7	36		1		13	29	5		" without Honors.
	90	19	19	46		1	5	58	61	87	1	Failed.
												Total Examined.
		138	63				353	341	109	427		Proportion per cent. who passed with Honors.
	214	631	579	20			687	634	437	596	100	Idem, without Honors.
	214	789	682	20			100	775	516	943	100	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

# GIRLS.

Middle Grade (Of the Prescribed Age).	SUBJECTS.									
	Grav's.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . . . .	7	44	44	2	175	4	83	2	15	1
„ without Honors, . . . . .	—	63	120	0	97	17	29	—	16	—
Failed, . . . . .	1	13	65	7	25	7	15	—	13	—
Total Examined, . . . . .	8	100	229	15	297	28	127	3	44	1
Proportion per cent. who passed with Honors, . . . . .	87·5	44	14·3	13·3	58·9	14·3	60·0	100	31·1	100
„ without Honors, . . . . .	—	63	63·1	40	32·7	60·7	22·5	—	36·4	—
Total Per-centage passed, . . . . .	87·5	87	78·2	53·3	91·6	75	80·4	100	70·5	100
(Over Age.)										
Passed with Honors, . . . . .	—	—	—	—	18	1	—	—	—	—
„ without Honors, . . . . .	—	1	24	1	10	2	5	—	2	—
Failed, . . . . .	—	1	10	2	7	2	1	—	—	—
Total Examined, . . . . .	—	2	40	3	29	3	6	—	2	—
Proportion per cent. who passed with Honors, . . . . .	—	—	—	—	41	20	—	—	—	—
„ without Honors, . . . . .	—	50	60	33·3	41	40	83·3	—	100	—
Total Per-centage passed, . . . . .	—	50	60	33·3	82	60	83·3	—	100	—

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

# GIRLS.

SUBJECTS.													Middle Grade (Of the Prescribed Age).
Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Spelling.	Pencil Writing.	
17	9	20	22	1	4	7	32	50	80	1	.	.	Passed with Honors.
81	10	31	38	3	.	12	74	92	103	4	8	.	" without Honors.
102	3	40	60	.	.	10	64	56	31	4	0	.	Failed.
200	22	130	180	4	4	20	170	108	261	0	14	.	Total Examined.
68	409	223	21	25	100	34.1	18.8	25.2	30.3	11.1	.	.	Proportion per cent. who passed with Honors.
22.1	45.4	30.2	27.3	75	.	41.1	33.5	40.5	67.0	41.4	67.1	.	Ditto, without Honors.
30.2	86.3	61.9	50.3	100	100	65.0	62.3	71.7	88.2	69.6	67.1	.	Total Per-centage passed.
													(Over Age).
2	1	.	1	.	.	3	3	4	7	1	.	.	Passed with Honors.
0	4	4	1	.	.	3	15	11	23	.	2	.	" without Honors.
23	1	5	11	.	.	.	10	11	8	.	2	.	Failed.
31	7	9	13	.	.	6	25	22	38	1	4	.	Total Examined.
59	143	.	77	.	.	30	107	138	134	100	.	.	Proportion per cent. who passed with Honors.
25.6	71.4	40.1	77	.	.	50	33.6	48.3	65.5	.	50	.	Ditto, without Honors.
32.1	85.7	44.4	104	.	.	100	61.3	63.1	78.9	100	50	.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

## GIRLS.

Senior Grade (Of the Prescribed Age).	Subjects.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	2	11	26	2	29	6	42	6	10	1	.
“ without Honors, . . .	2	21	36	12	66	12	33	3	9	.	.
Failed, . . . . .	2	16	3	4	17	8	7	.	3	.	.
Total Examined, . . .	6	48	125	18	125	26	79	9	22	1	.
Proportion per cent. who passed with Honors,	33.3	22.9	71.4	11.1	38.5	23.1	53.2	66.7	45.4	100	.
“ without Honors,	33.3	43.7	28.7	66.7	48.9	46.1	38	33.3	40.9	.	.
Total Per-centage passed,	66.6	66.6	97.8	77.8	87.4	69.2	61.2	100	86.3	100	.
(Over Age).											
Passed with Honors, . . .	.	.	6	1	2	.	1	.	.	.	.
“ without Honors, . . .	.	1	9	.	9	.	.	.	.	.	.
Failed, . . . . .	.	1	.	.	3	2	3	.	.	.	.
Total Examined, . . .	.	2	14	1	14	2	4	.	.	.	.
Proportion per cent. who passed with Honors,	.	.	25.7	100	14.3	.	25	.	.	.	.
“ without Honors,	.	50	64.3	.	64.3	.	.	.	.	.	.
Total Per-centage passed,	.	50	100	100	78.6	.	25	.	.	.	.



with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

# GIRLS.

SUBJECTS.												Senior Grade (Of the Prescribed Age).
Celtic.	Algebra and Arithmetica.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	Precis Writing.	
.	6	6	6	1	1	5	15	24	41	2	1	Passed with Honors.
.	13	57	10	4	.	1	26	42	84	.	6	" without Honors.
.	22	12	12	.	.	1	12	13	6	.	10	Failed.
.	63	75	28	5	1	7	53	80	131	2	17	Total Examined.
.	113	8	214	20	100	714	283	382	313	100	89	Proportion per cent. who passed with Honors.
.	81	76	357	80	.	113	39	472	641	.	352	Ditto, without Honors.
.	433	84	571	160	100	837	773	834	954	100	412	Total Per-centage passed.
(Over Age).												
.	.	.	.	.	.	.	1	1	2	.	.	Passed with Honors.
.	.	3	.	.	.	.	2	7	10	.	.	" without Honors.
.	8	2	.	.	.	.	1	2	.	.	1	Failed.
.	3	5	.	.	.	.	4	10	13	.	1	Total Examined.
.	.	.	.	.	.	.	28	10	281	.	.	Proportion per cent. who passed with Honors.
.	.	60	.	.	.	.	50	70	169	.	.	Ditto, without Honors.
.	.	60	.	.	.	.	73	82	100	.	.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed  
failed, and (4) the total number examined; also the proportion  
and (6) who passed

**GIRLS.**

Total in all Grades (Of the Prescribed Age).	SUBJECTS.											
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.
Passed with Honors, . . .	19	391	453	7	1,098	18	236	13	32	2	1	6
“ without Honors, . . .	5	178	983	24	620	43	284	7	39	“	“	2
Failed, . . . . .	4	201	610	25	361	23	161	“	64	“	“	“
Total Examined, . . .	28	569	2,057	56	2,038	84	681	20	175	2	1	8
Proportion per cent. who passed with Honors, . . .	67.8	34.6	22.1	12.5	53.9	21.4	34.6	65	29.7	100	100	75
“ without Honors, . . .	17.8	30.7	47.8	42.9	31.3	51.2	41.7	35	38.7	“	“	25
Total Per-centage passed, . . .	85.6	65.3	69.9	55.8	85.2	72.6	76.3	100	68.4	100	100	100
<b>(Over Age.)</b>												
Passed with Honors, . . .	“	“	8	2	51	1	1	“	“	“	“	2
“ without Honors, . . .	“	4	64	2	69	3	12	“	2	“	“	30
Failed, . . . . .	“	6	75	2	27	4	11	“	“	“	“	90
Total Examined, . . .	“	10	147	4	147	8	24	“	2	“	“	122
Proportion per cent. who passed with Honors, . . .	“	“	5.4	33.3	34.7	12.5	4.2	“	“	“	“	16
“ without Honors, . . .	“	40	43.5	33.3	46.9	37.5	50	“	100	“	“	25
Total Per-centage passed, . . .	“	40	48.9	66.6	81.6	50	54.2	“	100	“	“	41

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

# GIRLS.

SUBJECTS.													Total in all Grades (Of the Prescribed Age).
Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Musical.	Domestic Economy.	Shorthand.	Practical Writing.	
41	28	272	6	8	4	6	36	320	211	321	15	1	Passed with Honors.
38	317	316	18	10	12	2	55	737	347	603	15	14	" without Honors.
31	264	403	29	12	4	5	38	193	323	139	11	16	Failed.
131	512	1,666	53	28	20	13	129	1,479	881	1,183	41	31	Total Examined.
313	254	257	113	214	20	481	279	364	339	304	366	31	Proportion per cent. who passed with Honors.
42	39	299	34	357	60	154	426	515	394	562	366	451	Ditto, without Honors.
333	674	535	453	571	80	615	705	869	663	826	732	434	Total Per-centage passed.
													(Over Age).
4	1	1	.	.	.	.	5	18	19	48	1	.	Passed with Honors.
17	18	10	.	.	.	.	7	48	49	77	1	2	" without Honors.
5	14	47	3	.	.	1	.	24	42	13	.	3	Failed.
33	33	58	3	.	.	1	12	90	102	132	2	5	Total Examined.
104	9	17	.	.	.	.	417	20	116	348	50	.	Proportion per cent. who passed with Honors.
604	545	172	.	.	.	.	283	522	476	538	56	46	Ditto, without Honors.
598	575	189	.	.	.	.	100	733	582	906	100	46	Total Per-centage passed.

TABLE V.—Showing the number of Students to whom £50 Prize (Senior Grade), and Exhibitions were awarded.

	Senior Grade, £50.	Middle Grade, £30 a year, tenable for two years.	Junior Grade, £10 a year, tenable for three years.	Preparatory Grade, £20 tenable for one year.	Total.
Boys, . . . .	16	30	160	150	356
Girls, . . . .	11	20	41	45	117
Gross Total, .	27	50	201	195	473

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
<b>BOYS:—</b>				
Preparatory Grade,* . . .	—	—	135	135
Junior " . . . .	38	43	61	142
Middle " . . . .	13	23	19	55
Senior " . . . .	4	11	19	34
Total, . . . .	55	77	234	366
<b>GIRLS:—</b>				
Preparatory Grade,* . . .	—	—	27	27
Junior " . . . .	16	15	29	60
Middle " . . . .	7	5	15	27
Senior " . . . .	7	3	9	19
Total, . . . .	30	23	80	133
Gross Total, . . . .	85	100	314	499

\* £1 Book Prizes only, were awardable in the Preparatory Grade.

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 51.)

—	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Spanish.	Total.
<b>BOYS:—</b>									
Preparatory Grade, £2, .	4	5	5	9	1	3	6	—	23
Junior " £2, .	6	6	6	9	3	2	2	—	34
Middle " £3, .	4	6	1	1	2	1	3	—	19
Senior " £4, .	4	6	5	2	1	2	4	—	24
Total, . . .	18	28	17	21	8	8	15	—	110
<b>GIRLS:—</b>									
Preparatory Grade, £2, .	—	1	2	6	1	1	—	—	11
Junior " £2, .	—	3	4	4	6	3	—	—	20
Middle " £3, .	2	3	2	4	4	4	—	—	19
Senior " £4, .	—	—	4	1	2	1	—	—	8
Total, . . .	2	7	12	15	13	9	—	—	58
Gross Total, . .	20	35	29	36	21	17	15	—	168

TABLE VIII.—Showing the number of Students to whom Special Commercial Prizes were awarded. (Rule 48.)

—	Number.	Value.
<b>BOYS:—</b>		
Junior, £15, . . . .	4	£60
Do., £10, . . . .	6	60
Do., £5, . . . .	3	15
Middle, £10, . . . .	1	10
Do., £5, . . . .	1	5
Total, . . . .	15	150
<b>GIRLS:—</b>		
Junior, £5, . . . .	1	5
Gross Total, . . .	16	155

TABLE IX.—Showing the number of Students to whom Medals were awarded. (Rule 49.)

GRADE.	LARGE GOLD MEDALS.	SMALLER GOLD MEDALS.				
	First in Grade.	First in Classics.	First in English.	First in Mathematics.	First in Modern Languages.	
Boys, {	Senior, . . .	1	1	.	1	1
	Middle, . . .	1	1	.	*1	1
	Junior, . . .	1	1	1	1	1
Girls, {	Senior, . . .	1	1	1	1	*1
	Middle, . . .	1	1	1	*1	1
	Junior, . . .	1	1	.	*1	1
Total, . . .	6	6	3	3	5	

\* In each of these cases the Student, being disqualified for award of a second Medal (Rule 49, par. 5), has been awarded a Money Prize of £4.

TABLE X.—ACCOUNTS of the BOARD (original  
(A) CAPITAL

	Securities. £ s. d.	Cash. £ s. d.
Balance on 1st January, 1896, . . . .	1,028,538 10 1	—
£	1,028,538 10 1	—

## (B) INCOME

RECEIPTS.	£ s. d.	£ s. d.
<i>In respect of the year 1895:—</i>		
Cash Balance as per Report of 1895, . .	1,005 0 5	
Income Tax refunded, . . . .	1,083 6 8	
Results Fees refunded, 1895, . . . .	3 7 6	
Locomotive Expenses refunded, . . . .	0 3 0	
		3,081 18 1
[Cr. Balance, 1895, £3,713 8s. 2d.]		
<i>In respect of the year 1896:—</i>		
Interest of Securities, . . . .	39,273 3 0	
„ on Cash on deposit, . . . .	54 6 0	
Examination Fees, . . . .	1,150 16 2	
Do. (Ints) Fees, . . . .	5 12 0	
Sale of Waste Paper, . . . .	2 14 1	
Refund by Writer, . . . .	0 17 2	
Sale of Publications, . . . .	137 8 10	
Sale of unserviceable Boxes, . . . .	1 0 0	
		84,611 17 9
* [Cr. Balance, 1896, £3,048 10s. 9d.]		
		£ 37,693 15 10

\* The net Liability against this Balance is estimated at £300.

Endowment) for the year ended 31st December, 1896.

ACCOUNT.

	Securities.	Cash.
	£ s. d.	£ s. d.
Balance on 31st December, 1896, . . .	1,028,588 10 1	—
	£ 1,028,588 10 1	—

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
<i>In respect of the year 1894:—</i>		
<i>Administration—</i>		
Cost of Audit, . . . . .	—	100 0 0
<i>In respect of the year 1896:—</i>		
<i>Administration—</i>		
Incidentals, . . . . .	65 17 4	
Printing and Stationery, . . . . .	27 9 7	
Cost of Audit, . . . . .	100 0 0	133 19 11
<i>Examinations—</i>		
Printing and Stationery, . . . . .	60 13 0	
Petty Expenses, . . . . .	6 2 0	
Results Fees, . . . . .	2 2 6	
Minor Prizes, . . . . .	5 0 0	
Examination Fees (Cancelled Stamps), . . . . .	0 12 6	74 10 0
<i>In respect of the year 1896:—</i>		
<i>Administration—*</i>		
Permanent Salaries, . . . . .	3,173 1 0	
Writers, . . . . .	406 0 3	
Rent, . . . . .	64 12 4	
Printing and Stationery, . . . . .	66 1 0	
Incidentals, . . . . .	204 6 5	4,064 1 0
<i>Examinations—*</i>		
Examiners' Remuneration, . . . . .	5,930 0 0	
Do., Locomotive Expenses, . . . . .	28 15 1	
Do., Incidental and Petty Expenses, . . . . .	5 9 4	
Centre Superintendents' Remuneration, . . . . .	5,731 0 0	
Do., Locomotive Expenses, . . . . .	537 6 5	
Do., Incidental and Petty Expenses, . . . . .	350 19 1	
Hire of Rooms, . . . . .	267 11 0	
Printing and Stationery, . . . . .	1,346 11 1	
Petty Expenses, . . . . .	628 6 4	
Locomotive do., . . . . .	5 6 6	12,336 4 10
<i>Rewards—</i>		
Money Prizes and Exhibitions, 1896 (new Awards), . . . . .	3,889 0 0	
Retained Exhibitions of 1894 and 1895, . . . . .	1,645 0 0	
Results Fees, . . . . .	7,182 2 0	
Medals and Minor Prizes, . . . . .	863 6 6	13,579 8 6
<i>Miscellaneous—</i>		
Income Tax to be refunded, . . . . .	—	1,083 6 8
Balance, . . . . .	—	5,762 4 11
	£ 37,693 15 10	

\* All Expenses of Administration and Examinations are paid out of the original Endowment of the Board, payments from the Local Taxation Grant being limited to Results Fees and rewards to Students.

TABLE XL.—Accounts of the Board (Local Taxation (Census and Rating) Act) for the year ended 31st December, 1894.

(A) INVESTMENT ACCOUNT.

	Debit.	Credit.		Debit.	Credit.
	£ s d.	£ s d.		£ s d.	£ s d.
Balance on 1st January, 1894, . . . . .	71,762 0 10	—	Securities sold, . . . . .	4,260 0 0	4,272 0 0
Cash Proceeds of Securities sold, . . . . .	—	4,272 0 0	Balance on 31st December, 1894, . . . . .	70,502 0 10	—
£ 71,762 0 10		£ 4,272 0 0	£ 71,762 0 10		£ 4,272 0 0

(B) INCOME ACCOUNT.

	£ s d.		£ s d.
Balance on 1st January, 1894, . . . . .	467 0 11	Excesses, . . . . .	9,165 0 0
Share of Local Taxation Deficit, 1893-1894, . . . . .	47,397 15 7	Brokers Fees, . . . . .	41,509 12 10
Interest of Securities, . . . . .	9,140 7 2	“ In respect of the Year 1895, . . . . .	0 0 0
“ do Cash on Deposit, . . . . .	287 17 0	Balance on 31st December, 1894, . . . . .	117 1 1
Brokers Fees refunded, 1894, . . . . .	11 3 8		
Cash Proceeds of Securities sold, . . . . .	4,272 0 0		
£ 44,858 18 1		£ 44,858 18 1	

Report of the Under-Secretary of the Treasury for Ireland.





Given under our Common Seal  
this 19th day of March, 1897.



Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, } *Assistant Commissioners.*  
JOHN C. MALET, }

NAMES OF THE COMMISSIONERS  
OF  
INTERMEDIATE EDUCATION (IRELAND).

---

The Right Hon. CHRISTOPHER PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland, Chairman.

The Right Hon. Mr. Justice MADDEN, Vice-Chairman.

The Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity College, Dublin.

The Right Hon. O'CONOR DON, H.M.L., LL.D.

Rev. W. TODD MARTIN, D.D., D.LIT.

DAVID G. BARKLEY, Esq., LL.D.

His Grace The Most Rev. WILLIAM J. WALSH, D.D., Archbishop of Dublin.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, M.A., LL.D.

JOHN C. MALET, M.A., F.R.S.

## APPENDIX I.

LIST of PERSONS from whom the Examiners for 1896 were selected, with the approval of the LORD LIEUTENANT (Rule 6).

## GREEK AND LATIN.

- Armour, Rev. James B., M.A. (R.U.I.)  
 Barrett, Rev. R.  
 Beare, John L., M.A., F.T.C.D.  
 Bryce, A. Hamilton, LL.D.  
 Bury, John B., M.A. (Dub.), F.T.C.D.  
 Butler, Rev. M. J., B.A., D.D.  
 Conan, Arthur, M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.  
 Cotter, W. E. P., B.A., 1st Sen. Mod., T.C.D.  
 Crowe, Rev. Jeremiah, St. Patrick's College, Thurles.  
 Dickey, Rev. R. H. F., M.A., B.D.  
 Dickie, John, B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Dougan, T. W., M.A., Ex-Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.  
 Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod., T.C.D., University Student.  
 Doyle, Charles F., M.A. (F.R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.  
 Doyle, Robert, B.A. (Dub.), Moderator, T.C.D.  
 Exham, Gerard, M.A., F.T.C.D.  
 Gorham, Alfred, B.A. (Dub.) Sen. Mod. T.C.D.  
 Hamilton, A. B., M.A., LL.B. (R.U.I.)  
 Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.  
 Healy, John, B.A.  
 Hitchcock, Rev. Francis R. M., B.A., Dub., 1st Sen. Mod., Univ. Student, T.C.D.  
 Keene, Charles, M.A. (Dub.), Professor of Greek, Queen's College, Cork.  
 Kelly, Very Rev. J. J., Canon.  
 Kennedy, Wm., M.A., Univ. Student, R.U.I., B.A. (Dub.), Sen. Mod., T.C.D.  
 Kerin, R. C. B., B.A., 1st Class Classical Honours, London.  
 Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.  
 Mannix, Rev. D., Professor, St. Patrick's College, Maynooth.  
 M'Glone, Rev. Peter, D.D.  
 M'Neill, Hugh A., B.A., R.U.I.  
 M'Rory, Rev. Joseph, D.D., Professor, St. Patrick's College, Maynooth.  
 Moluau, John P., M.A. (Dub.), Sen. Mod., T.C.D.  
 Montgomery, Robert, M.A., University Student (R.U.I.), B.A., 1st Class Classical Tripos, Cantab.  
 Montgomery, Malcolm, M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.  
 Newsome, Clarence, M.A. (R.U.I.), Sen. Mod., T.C.D.  
 O'Dea, Henry, B.A. (Dub.), Mod., T.C.D., M.A., R.U.I.  
 O'Farrell, Very Rev. J., Canon.  
 O'Neill, Rev. James.  
 Palmer, Arthur, M.A. (Dub.), F.T.C.D., Prof. of Latin, Univ. of Dublin.  
 Patton, Rev. Samuel, M.A.  
 Purser, Louis C., D.LITT., F.T.C.D.  
 Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.  
 Ridgeway, William, M.A. (Dub.), Ex-Professor of Greek, Queen's College, Cork; Fellow, Gonville and Caius College, Disney Professor of Archaeology, Cambridge.  
 Roberts, Theodore M., M.A. (Dub.)

- Rowan, William H., M.A., Univ. Student (R.U.I.)  
 Rutherford, H. E., M.A., LL.D.  
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.  
 Sandford, Philip George, M.A. (Dub.), Professor of Latin, Queen's College, Galway.  
 Starkie, W. J. M., M.A., F.T.C.D.  
 Thompson, D'Arcy W., M.A. (Cantab.), F.R.U.L., Professor of Greek, Queen's College, Galway.  
 Tyrrell, Robert Y., M.A., D.LITT. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.  
 White, Dudley J., B.A. (Dub.)  
 Wilkins, Rev. George, M.A. (Dub.), F.T.C.D.  
 Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

## ENGLISH.

- Allen, Henry J., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Barlow, Jane.  
 Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.  
 Bastable, C. F., M.A. (Dub.), Prof. of Political Economy, Univ. of Dublin.  
 Boyd, Andrew, M.A. (R.U.I.)  
 Brown, Samuel Lombard, B.A. (R.U.I.)  
 Carmichael, Rev. Frederick F., LL.D. (Dub.)  
 Cherry, Richard R., M.A., LL.D. (Dub.)  
 Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.  
 Coleclough, John D.  
 Cooke, John, B.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.  
 Coyle, Marie L., M.A.  
 Coyne, William P., M.A. (R.U.I.)  
 Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.  
 Cusack, John.  
 Dixon, G. Y., M.A., T.C.D.  
 Dixon, W. M., B.A., LL.B., 1st Sen. Mod., T.C.D.  
 Donnellan, Rev. James, St. Patrick's College, Maynooth.  
 Donovan, R., B.A. (R.U.I.)  
 Evans, Rev. Henry, D.D.  
 Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.  
 Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.  
 Fitz-Henry, William A., M.A., LL.B.  
 Fogarty, Rev. M., St. Patrick's College, Maynooth.  
 Gilliland, W. L., B.A., LL.B. (Dub.), Senior Mod., T.C.D.  
 Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.  
 Hardy, William J., LL.D. (Dub.), Sen. Mod., T.C.D.  
 Harrison, Thomas, B.A., LL.B. (R.U.I.)  
 Hayden, Mary, M.A., Junior Fellow. (R.U.I.)  
 Henry, Rev. J. Edgar, M.A. (R.U.I.)  
 Herdman, John O., M.A., Sen. Mod., T.C.D.  
 Hogan, Patrick J., M.A.  
 Humphreys, John, B.A.  
 Hyde, Douglas, LL.D.  
 Joyce, P. W., LL.D., Ex-Professor, Board of National Education.  
 Joynt, Maud A. E. (R.U.I.)

- Keane, A. H., B.A.  
 Kehoe, Daniel, B.A. (Dub.), Senior Mod., T.C.D.  
 Kingston, Eileen, B.A.  
 Lennox, P. J., B.A. (R.U.I.)  
 Lyster, Mary A., M.A.  
 Lyster, Thomas W., M.A. (Dub.), 1st Senior Mod., T.C.D., Librarian,  
 National Library of Ireland.  
 McBride, Rev. J. B., B.A. (R.U.I.)  
 McDonald, Rev. Walter, St. Patrick's College, Maynooth.  
 Magennis, William, M.A. (F.R.U.I.)  
 MacMullan, S. J., M.A. (R.U.I.), Professor of History and English Literature,  
 Queen's College, Belfast.  
 Macran, Rev. Frederick W., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Macran, Henry S., M.A., F.T.C.D.  
 Maturin, Charles, B.A., LL.B.  
 Megaw, R. D., M.A., LL.B. (R.U.I.)  
 Murphy, James.  
 Murphy, Katharine, M.A., Junior Fellow. (R.U.I.)  
 Nash, Rev. Francis L., M.A. (Oxon.)  
 Newcombe, Rev. J. D. E., B.A., B.D. (Dub.), Sen. Mod., T.C.D.  
 Nicolls, Archibald J., LL.B. (Dub.)  
 O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.  
 O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.  
 Osborn, R. E., M.A.  
 Park, John, M.A. D.LITT. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics,  
 Queen's College, Belfast.  
 Rea, Rev. George T., M.A.  
 Redmond, Frederick, B.A. (Dub.), Sen. Mod., T.C.D.  
 Rolleston, T. W., B.A., T.C.D.  
 Rowley, James, M.A., Professor of Modern History and English Literature,  
 Univ. College, Bristol.  
 Savage-Armstrong, George F., M.A. (Dub.), F.R.U.I.; Professor of History  
 and English Literature, Queen's College, Cork.  
 Semple, R. J., M.A.  
 Smyth, Rev. J. Paterson, B.A., LL.B. (Dub.), Sen. Mod., T.C.D.  
 Stanton, Lucy Vera.  
 Steele, L. Edward, B.A. (Dub.), Professor in the Church of Ireland  
 Training College, Kildare place.  
 Story, Mary, M.A., University Student, R.U.I.  
 Taylor, John F., B.A.  
 Welland, Rev. Charles W., B.A. (Dub.), Sen. Mod., T.C.D.  
 Whelan, Rev. Denis, St. John's College, Waterford.  
 Whitty, R. O. J., B.A. (Dub.), Sen. Mod., T.C.D.  
 Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Withrow, Rev. J. M., M.A. (R.U.I.)  
 Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.

#### FRENCH.

- Amours, F. J., B. es L. French Master, Glasgow Academy.  
 Bacon, John W., M.A. (R.U.I.)  
 Barbier, Paul E. E., Lecturer, French Language and Literature, Univ.  
 Coll., South Wales, Cardiff.  
 Barbier, Georges E., Lecturer in French, The Athenaeum, Glasgow.  
 Barrère, A., Prof. of French, Royal Military Academy, Woolwich.  
 Boielle, James, B.A. (Paris).

- Bee, Henry, B. es L. (Univ. Gall.)  
 Butler, W. F., M.A., Professor of Modern Languages, Queen's College, Cork.  
 Cogery, A., B.A., LL. (Paris), Examiner in French, Trinity Coll., London.  
 D'Anquier, Rev. E. C., M.A. (Cantab.)  
 D'Anquier, T. C.  
 Decoudun, Lydia.  
 Dupuis, Alexandre L., B.A.  
 Hogan, Rev. J. F., St. Patrick's Coll., Maynooth.  
 Janau, Elphege, Assistant Examiner in the University of London.  
 Lowson, James.  
 Ladwig, A., B.A. (Univ. Gallie).  
 McWeeney, Edmond J., M.A., M.B. (R.U.I.)  
 Muscé, J. F. P.  
 Miget, N., B. es L.  
 Morgan, Rev. W. Moore, LL.D., T.C.D.  
 Nef, Otto C., M.A., London  
 Oger, V., French Lecturer, Univ. Coll., Liverpool.  
 Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.  
 Voegelin, A., B.A. (London).

## GERMAN.

- Buchheim, C. A., PH.D., Prof. of German in King's College, London.  
 Fischer, E. L.  
 Hager, Herman, PH.D.  
 Heinemann, N., Prof. of German, Crystal Palace School of Arts & Sciences.  
 Hennig, Curt, M.A.  
 Houston, Rev. J. D. C., B.A.  
 Lange, Franz, PH.D., Prof. of German, Royal Mil. Academy, Woolwich.  
 Meissner, A. L., PH.D., Prof. Modern Languages, Queen's Coll., Belfast.  
 Oswald, E., M.A., PH.D. (Goettingen), Instructor in German to the Royal Naval College, Greenwich.  
 Schlomka, C., M.A., PH.D.  
 Selas, Albert M., M.A., LL.D. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.  
 Steinberger, Valentine, M.A. (F.R.U.I.), Professor of Modern Languages, Queen's College, Galway.

## ITALIAN.

- de Sanctis, C.  
 Morosini, Francesco.  
 Murphy, Rev. W. H., D.D.  
 O'Keeffe, Rev. Barth. A., D.D.  
 Ricci, Luigi, Prof. City of London College.

## SPANISH.

- Steinberger, Valentine, M.A., F.R.U.I., Professor of Modern Languages, Queen's College, Galway.

## CELTIC.

- Connolly, William P., B.A.  
 Flannery, T.  
 Hogan, Rev. Edmund, S.J.

- Hyde, Douglas, LL.D.  
 McCarthy, Rev. B., D.D.  
 Molloy, John, B. ES L.  
 Murphy, Rev. James E. H., B.A. (Dub.), Ex-Siz., Bedell Sch., T.C.D.  
 O'Duffy, Richard J., Hon. Sec., Society for the Preservation of the Irish Language.  
 O'Growney, Rev. Eugene, Professor, St. Patrick's College, Maynooth.  
 Olden, Rev. Thomas, B.A.

### MATHEMATICS.

- Alexander, J. J., M.A., (R.U.I.), B.A. (Cantab.)  
 Allman, George J., LL.D., D.Sc., F.R.S., Ex-Professor of Mathematics, Queen's College, Galway.  
 Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E., Professor of Mathematics, Queen's College, Cork.  
 Barrett, Rev. Michael.  
 Bergin, William, M.A. (Dub.), Sen. Mod., T.C.D. Professor of Natural Philosophy, Queen's College, Cork.  
 Bernard, Rev. J. H., M.A., B.D. (Dub.), F.T.C.D.  
 Browne, J. J.  
 Burnside, Wm. S., M.A. D.Sc. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.  
 Carroll, Rev. P. J.  
 Coates, W. M., M.A. (Dub.), B.A. (Cantab.), Sen. Mod., T.C.D., Fellow of Queen's College, Cambridge.  
 Culverwell, Edward P., M.A., F.T.C.D.  
 Dawson, H. G., B.A. (Dub.), 1st Sen. Mod., T.C.D., M.A. (Cantab.), Ex-Fellow of Christ's College, Cambridge.  
 Dowling, E. Hughes, B.A., Math. Tutor, University College, Stephen's-green, Dublin.  
 England, John, M.A. (Dub.), Ex-Professor of Natural Philosophy, Queen's College, Cork.  
 Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.  
 Gibney, James J., M.A. (F.R.U.I.)  
 Graham, Christopher, M.A. (Dub. and Cantab.), 1st Sen. Mod., T.C.D., Ex-Fellow, Gonville and Caius College, Cambridge.  
 Griffin, Gerald.  
 Griffin, Robert W., LL.D. (Dub.)  
 Inwood, Thos. W., B.A., Professor of Mathematics, St. Gregory's College, Downside, Bath.  
 Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.  
 Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.  
 Joly, O. J., M.A., F.T.C.D.  
 Kelly, Patrick.  
 Larmor, Joseph, M.A. (R.U.I.), M.A. (Cantab.), Senior Wrangler, Fellow of St. John's College, Cambridge, F.R.S.  
 Leebdy, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.  
 Lennon, Rev. Francis, D.D., Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.  
 Lyster, Arthur E., M.A. (Dub.), Sen. Mod., T.C.D.  
 M'Weney, Henry O., M.A. (F.R.U.I.), Sen. Mod. (T.C.D.)  
 Minchin, George M., M.A. (Dub.), Professor of Applied Mathematics, Royal Indian Engineering College, Cooper's Hill,  
 Moran, Rev. Francis, M.A. (DUB.)



- Nixon, R. G. J., M.A.  
 O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.  
 Orr, Wm. M.F., M.A. (R.U.I.), Sen. Wrangler, Fellow of St. John's College, Cambridge; Prof. of Applied Mathematics and Mechanism, Royal College of Science, Ireland.  
 O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.  
 Pantou, Arthur W., M.A., D.Sc. (Dub.), F.T.C.D.  
 Power, Rev. Thos. R., Prof. of Mathematics, St. Patrick's Coll., Thurles.  
 Rambaut, Arthur A., M.A., D.Sc., Astronomer Royal of Ireland.  
 Rea, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kiklaro-place.  
 Roberts, Rev. W. R. Westropp, M.A. (Dub.), F.T.C.D.  
 Russell, R., M.A. (Dub.), F.T.C.D.  
 Smith, Charles, M.A. (R.U.I.), 1st Sen. Mod. (T.C.D.), Univ. Student.  
 Turlington, Francis A., LL.D. (Dub.), F.T.C.D.  
 Thrift, W. E., B.A., 1st Sen. Mod., Univ. Student, T.C.D.  
 Warren, Rev. Isaac, M.A.  
 Yates, James, B.A., Sen. Mod., T.C.D.

## ARITHMETIC AND BOOK-KEEPING.

- Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.  
 Bond, H. S.  
 Dowling, P. A. E., B.A.  
 Ellis, Wm. E., M.A., LL.B. (Dub.), Local Gov. Auditor, Ireland.  
 Farrelly, Daniel.  
 Fitzpatrick, S., Prof. of Mathematics, Catholic Training Coll., Drumcondra.  
 Hughes, Rev. William, D.D. (Dub.)  
 Irwin, Ven. Charles K., D.D., (Dub.)  
 Keeghan, Rev. Patrick, B.A. (R.U.I.)  
 Macbeth, Rev. John, LL.D. (Dub.)  
 O'Brien, Edward T., Accountant, Mining Co. of Ireland.  
 O'Connor, George R.  
 Seicliffe, Rev. Thomas, B.A. (Dub.)  
 Tristram, Rev. John W., M.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.  
 Warnock, Rev. W. J., B.A. (R.U.I.)  
 Whitton, Frederick A., Accountant, Representative Church Body.

## NATURAL PHILOSOPHY.

- Anderson, Alexander, M.A., Fellow of Sydney Sussex College, Cambridge, Professor of Nat. Phil., Queen's College, Galway.  
 Barrett, W. F., F.R.S.E., Professor of Physics, R.C.S.C.I.  
 Brown, Wm., Demonstrator in Physics, Royal Coll. of Science, Dublin.  
 Burke, John, B.A., Sen. Mod. T.C.D.  
 Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.  
 Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D., Professor, Board of Education.  
 Fitzgerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.  
 Johnston, Rev. John, M.A.  
 Johnston, Margaret K., M.A.  
 Joly, John, D.Sc., F.R.S.  
 Larmor, Alex., M.A. (R.U.I.), B.A. (Cantab.), Fellow of Clare College, Cambridge.  
 Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.

- Oram, John E., M.B. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., Univ. of Windsor, N.S.  
 Paul, John, B.A. (R.U.I.)  
 Preston, Thomas, M.A. (Dub.), F.R.U.I., Sen. Mod., T.C.D.  
 Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.  
 Stewart, John Huston, B.A., F.R.U.I., B.Sc. (London); Professor of Experimental Physics, University College, Dublin.

## CHEMISTRY.

- Adeney, Walter E., F.I.C., A.R.C.S.C.I.  
 Bell, Chichester, M.B. (Dub.), Sen. Mod., T.C.D.  
 Campbell, John, M.B. (Dub.), F.R.U.I., Professor, University Coll., Dub.  
 Davy, Edmund W., M.A., M.D. (Dub.)  
 Dixon, Augustus E., M.D., F.C.S., Prof. of Chemistry, Queen's Coll., Cork.  
 Falkiner, Ninian M., M.B., M.Ch. (Dub.), F.C.S.I.  
 Lapper, Edwin, L.R.Q.C.P.L., Lec. in Chem., Ledwich School of Medicine.  
 Letts, Edmund A., Ph.D., F.C.S., Prof. of Chemistry, Queen's Coll., Belfast.  
 Maccallan, John, Laboratory, Royal College of Surgeons, Ireland.  
 M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.  
 Moss, Richard J., F.C.S., F.I.C., Registrar and Chemical Analyst, Royal Dublin Society.  
 Pratt, J. Dallas, M.A., M.D.  
 Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.  
 Robertson, Mary W., M.A. (R.U.I.)  
 Werner, Emil A., F.C.S.

## BOTANY.

- Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Nat. Hist., Queen's Coll., Galway.  
 Boulger, G. S., F.L.S., F.C.S.  
 Dixon, Henry H., B.A., Sen. Mod., T.C.D.  
 Hanna, William, M.A.  
 Hartog, Marcus M., M.A., D.Sc., F.L.S., Prof. Nat. Hist., Queen's College, Cork.  
 Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.  
 Pim, Greenwood, M.A. (Dub.), Sen. Mod., T.C.D.  
 Sigerson, George, M.D., M.Ch. (R.U.I.)  
 Wilson, Andrew, Ph.D., F.R.S.E., F.L.S.  
 Wright, Ed. Perceval, M.D. (Dub.), Professor of Botany, University of Dublin.

## DRAWING.

- Atkinson, George M., Exam., Science and Art Dept., South Kensington.  
 Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Carroll, John, Art Master, Hammersmith Training Coll.  
 Conan, Florence.  
 Craister, Walter, Head Master, Government School of Art, Stevenson Memorial Hall, Chesterfield.  
 Crowther, W. E.  
 Harris, Robert, Art Master, St. Paul's School, London.

Jackson, Joshua, Art Master, Manchester Grammar School.  
 Keogh, Alice M.  
 Langman, A. W. F., Senior Drawing Inspector to the London School Board.  
 Lindsay, Thomas M., Drawing Master, Rugby School.  
 O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)  
 Prendergast, P. J., C.E.  
 Rawle, John S., F.S.A.  
 Scully, T., B.E. (R.U.I.)  
 Vinter, J. A., London.

## THEORY OF MUSIC.

Allison, H., MUS.D. (Dub.)  
 Bewerunge, Rev. H., St. Patrick's College, Maynooth.  
 Elliott, Stanislaus.  
 Garrett, George, MUS.D., M.A. (Cantab.)  
 Gater, William H., B.A., MUS.D. (Dub.)  
 Gick, Thomas, MUS.D. (Dub.)  
 Goodwin, W. G.  
 Hanratty, J. H.  
 Hoffmann, F.  
 Houghton, Edward.  
 Jozé, T. R. G., MUS.D. (Dub.)  
 Kerbusch, L., MUS.D. (Dub.)  
 Malone, Robert, MUS.D. (Dub.)  
 Marks, J. Chr., MUS.D. (Oxon.)  
 Marks, T. Osborne, MUS.D.  
 Muntz, Ellie.  
 Rogers, Brendan J.  
 Seymour, Joseph, MUS.B.  
 Smith, Joseph, MUS.D. (Dub.)  
 Taylor, Charlotte M., MUS.B. (R.U.I.)

## DOMESTIC ECONOMY.

Barrington-Ward, M. J., M.A. (Oxon.), H. M. Inspector of Schools.  
 Daly, Mary.  
 Gallaher, Fannie M.  
 Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.  
 McCarthy, Margaret.  
 Moore, Elizabeth.  
 Todd, Mary Bellingham.

## SHORTHAND.

Boyle, M. F.  
 Bunbury, George William.  
 Healy, F. C. Wallis.  
 Holt, Henry.  
 Hunt, Henry.  
 Ryan, Charles.

## APPENDIX II.

## LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO  
CONDUCT THE EXAMINATIONS IN 1896.

## GREEK AND LATIN.

- Armour, Rev. James B., M.A. (R.U.I.)  
 Beare, John I., M.A., F.T.C.D.  
 Crowe, Rev. Jeremiah, St. Patrick's College, Thurles.  
 Doyle, Charles F., M.A., F.R.U.I., B.A. (Dub.), Sen. Mod., T.C.D.  
 Keene, Charles, M.A. (Dub.), Professor of Greek, Queen's College, Cork.  
 Mannix, Rev. D., Professor, St. Patrick's College, Maynooth.  
 McNeill, Hugh A., B.A., R.U.I.  
 Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, Univ. of Dublin.  
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.  
 Rutherford, H. E., M.A., LL.D.  
 Sandford, Philip George, M.A. (Dub.), Professor of Latin, Queen's Coll Galway.

## ENGLISH.

- Bastable, C. F., LL.D. (Dub.), Professor of Political Economy, University of Dublin.  
 Carmichael, Rev. Frederick F., LL.D. (Dub.)  
 Cooke, John, B.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.  
 Coyne, William P., M.A. (R.U.I.)  
 Donovan, R., B.A. (R.U.I.)  
 Fogarty, Rev. M., St. Patrick's College, Maynooth.  
 Joyce, P. W., LL.D., Ex-Professor, Board of National Education.  
 Lyster, Mary A., M.A.  
 McBride, Rev. J. B., B.A. (R.U.I.)  
 MacMullan, S. J., M.A. (R.U.I.), Professor of History and English Literature, Queen's College, Belfast.  
 Murphy, Katharine, M.A.  
 Nicolls, Archibald J., LL.B. (Dub.)  
 O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.  
 O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.  
 Semple, R. J., M.A., University Student (R.U.I.)  
 Smyth, Rev. J. Paterson, B.A., LL.D. (Dub.), Sen. Mod., T.C.D.  
 Taylor, John F., B.A.  
 Whitty, R. C. L., B.A. (Dub.), Sen. Mod., T.C.D.

## FRENCH.

- Barrère, A., Professor of French, Royal Military Academy, Woolwich  
 Boiello, James, B.A. (Paris).  
 Decoudun, Lydia.  
 Bacon, John W., M.A. (R.U.I.)  
 Butler, W. F., M.A., Prof. of Modern Languages, Queen's Coll., Cork.

Morgan, Rev. W. Moore, LL.D., T.C.D.

Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.

Steinberger, Valentine, M.A., F.R.U.I., Professor of Modern Languages, Queen's College, Galway.

#### GERMAN.

Selsa, Albert M., M.A., LL.D. (Dub.), PH.D., Professor of German, University of Dublin.

#### SPANISH.

Steinberger, Valentine, M.A., F.R.U.I., Professor of Modern Languages, Queen's College, Galway.

#### ITALIAN.

Murphy, Rev. W. H., D.D.

#### CELTIC.

Flannery, T. J.

#### MATHEMATICS.

Allman, George J., LL.D., D.Sc., F.R.S.; Ex-Professor of Mathematics, Queen's College, Galway.

Barrett, Rev. Michael.

Bergin, William, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.

Dowling, E. Hughes, B.A. (R.U.I.).

England, John, M.A. (Dub.), Ex-Professor of Natural Philosophy, Queen's College, Cork.

Griffin, Robert W., M.A., LL.D. (Dub.)

Kelly, Patrick.

Leebody, John R., M.A., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.

Lyster, Arthur E., M.A. (Dub.), Sen. Mod., T.C.D.

M'Weney, Henry C., M.A. (F.R.U.I.), Sen. Mod., T.C.D.

Panton, Arthur W., M.A., Sc.D. (Dub.), F.T.C.D.

Power, Rev. Thomas R., Prof. of Mathematics, St. Patrick's Coll., Thurles.

Smith, Charles, M.A. (R.U.I.), M.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.

Tarleton, Francis A., LL.D., Sc.D. (Dub.), F.T.C.D.

#### ARITHMETIC AND BOOK-KEEPING.

Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumeondra.

Hughes, Rev. William, D.D. (Dub.)

Irwin, Ven. Chas. K., D.D. (Dub.)

O'Brien, Edward T., Accountant, Mining Co. of Ireland.

O'Connor, George R.

## NATURAL PHILOSOPHY.

Burke, John, B.A., Sen. Mod., T.C.D.

Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.

## CHEMISTRY.

Moss, Richard J., F.C.S., F.L.C., Registrar and Chemical Analyst, Royal Dublin Society.

## BOTANY.

Dixon, Henry H., B.A., Sen. Mod., T.C.D.

## DRAWING.

Atkinson, George M., Examiner, Science and Art Department, South Kensington.

Lindsay, Thomas M., Drawing Master, Rugby School.

Prendergast, P. J., A.M.I.C.E.

Scully, T., B.E. (R.U.I.)

## THEORY OF MUSIC.

Marks, J. Chr., MUS.D. (Oxon.)

## DOMESTIC ECONOMY.

Moore, Elizabeth.

Gallaher, Fannie M.

## SHORTHAND.

Boyle, M. F.

Bunbury, George William.

## APPENDIX III.

## REPORTS OF THE EXAMINERS, 1896.

## GREEK.

## SENIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

## Report of C. H. KEENE, M.A.

The translation of the prescribed book (*Iliad II.*) was very well done. As to the subject-matter, very few candidates gave the names of the Athenian and Arcadian leaders, but the more important question—as to Homeric similes—was well answered. The parsing of Homeric forms was not very satisfactory.

The answering in Grammar was, on the whole, good, though fewer candidates than might have been expected got full marks in the questions on the inflexion of nouns, adjectives, and verbs.

The composition was in most cases very poor, but to this general rule there were a few exceptions.

## SENIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

## Report of JOHN I. BEARE, M.A.

The answering on this paper was, as a whole, good. The passages from the *De Falsa Legatione* were in many instances translated not only correctly, but also in vigorous rhetorical style. The "sight passage" from Demosthenes was also well rendered by a large proportion of the candidates. The questions on Greek History and Grammar, as well as those relating to the subject-matter of the prescribed works, were satisfactorily answered by most candidates; by some indeed with admirable fulness and accuracy. Those, however, on Greek Literature and Art were less successfully treated. When, in answer to a question respecting the "*Diskobolus*," an examiner is informed that this work "represented Niobe being bound to a wild bull"; or when, in another case, he learns that "the *Laocoon* was a group consisting of three persons and a bull,"—he cannot form a favourable opinion of the way in which Greek Art is dealt with in some school classes. Answers of this sort were, however, not infrequent. In literature, many of the students seemed at a loss to understand the difference between tragedy and comedy, while a very great number were unable to distinguish the names of the principal tragic from those of the leading comic poets. The following answers may be taken as typical of a large class:—  
"The chief writers of old comedy were Themis, Aeschylus, Pindar, and

\* "What comparisons are used by Homer to illustrate the mustering of the Greek forces?"

Sophocles"; and "Aeschylus may be said to have been the real inventor of comedy; Ariomarchus (*sic*), who wrote 'Bees,' 'Ecclesiastusae,' &c., belongs to the Old Comedy." Such answering is distinctly unworthy of candidates in the Senior Grade.

The "sight passage" set from Homer was, as a rule, very poorly translated; but most remarkable in the attempted renderings of it was the apparent complacency with which many candidates wrote down blank nonsense. The following lines fared badly in this process:—

Μηρῶ δ' ἔκτραν δίσσεν, ἀπ' αὐτοῦ δ' αἶμα κελαινόν  
 Νίξ' ἔδαρι λαμφῶ,

which was rendered by one student:—"I have slain the augury of the fates, and from this black blood flows, mingled with oily water"; and by another—"But the reward in turn is equal and from it the hollow hammock flows with crystal water." Students so advanced must be aware that this is mere nonsense; and they ought to be taught that nonsense should not be presented as a translation, or part of a translation, from Homer. Versions of this kind reflect discredit on a paper which, in other respects, may exhibit considerable merit.

#### MIDDLE GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of C. H. KEENE, M.A.

The answering on this paper, which dealt with Grammar, Composition, and the appointed portion of Plato, showed a careful preparation of both the text and the subject matter of the prescribed work (*Crito* and part of *Phaedo*). The answering in Grammar was, on the whole, good, and in some cases even unnecessarily full. The Composition was also fairly satisfactory, though a good many of the candidates did not know the Greek of some common words—such as "to learn," and "sailor," for the latter of which several clumsy periphrases were used.

#### MIDDLE GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of HUGH A. McNEILL, B.A.

The paper included questions on the *Alkestis*, translation at sight, and Grecian History. It is hardly enough to say the general answering was good. Clearly none but the better boys pursue the study of Greek so far. There are but few instances of that unfortunate system under which the students derive their acquaintance with an author more from an English version than from the actual text. Consequently, as might be expected, the attempts at rendering the passages for translation at sight are very satisfactory. The majority would have scored still higher marks on the prose passage had they been more familiar with the force of the Greek particles. Few appear to know that γὰρ has any other meaning than "indeed" or "at least," and accordingly the remainder of the clause is also misunderstood.

The structure of the Iambic trimeter was very well known, but many candidates, not content with supplying the scheme as required by the question ("write a scheme of the Iambic trimeter"), wrote pages of discussion and amplification, extending as far in one instance as an accurate exposition of Porson's celebrated canon. A similar example of energy misspent occurred in the answering of one question upon the



**History:** "Give a brief account, with dates, of the circumstances which led to the Athenian expedition to Sicily, and show how its failure affected the Athenian Empire." Quite one-half of the students gave minute details of the hostilities in Sicily, beginning with the landing of the Athenians, and ending with the consignment of the prisoners to the stone quarries—matter entirely outside the scope of the question. On the part of candidates, a little more attention is needed to the proper limits of the answer they are expected to give, as some excellent students devoted a great deal of time to work to which no marks could be assigned. Taken as a whole, however, they showed that they had received the benefit of instruction in Greek of a really high order.

The answering of the girls in the Middle Grade, as regards both style and scholarship, deserves the highest praise. Among their papers occurred the best version I met of the "passage at sight" from Euripides, given by a student who also showed an intelligent grasp of the prescribed period of Grecian History, which would do no little credit to a University graduate. It is a pleasure to have to commend such work.

#### JUNIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of CHARLES F. DOYLE, M.A.

This paper comprised Grammar, translation of English sentences into Greek, and examination in prescribed portions of Xenophon.

The answering in Grammar was on the whole good, but in many cases mistakes were made which a little thought would have prevented, *eg.* the introduction of different terminations for the nominative, accusative and vocative of neuter nouns and adjectives, and the confusion of passive and middle forms. Further, many candidates who answered the Grammar questions correctly, made a very feeble attempt at translation from English into Greek, showing that they did not appreciate the utility of the study of Grammar, and were satisfied with merely learning it by heart.

The rendering of the prescribed author was very well done, but the versions showed a similarity of diction which suggested the prevalent use of translations. In some cases it would appear as if the candidates had committed the translation to memory, as they translated sentences not set on the paper at all.

The girl candidates in Greek were not many in number, but were almost without exception of a high degree of merit. Their answering was done with clearness and precision, and their compositions, though not so good as those of some among the boy candidates, were well above the average of the latter.

#### JUNIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of JOHN I. BEARE, M.A.

The misspelling of proper names—even in transcribing those printed clearly in the examination paper—is a noticeable feature in the answering of students in this grade. The name "Charon" (which occurred in one of the passages set for translation) was spelled as "Curon," "Cheiron," "Chairon," &c., by students who, in some respects, showed considerable proficiency, and whose versions were, as far as the sense went, substantially correct. Some spelled the name of their

author "Insian," instead of "Lucian." Other proper names fared likewise. This is a sordid fault, which utterly disfigures a student's work, and indicates something gravely wrong with his education. What its cause may be is uncertain. That it is not due merely to personal idiosyncrasy is proved by the frequency of its occurrence, the misspelling of "Charon," for example, having been the rule not the exception. It appears to arise from the habit of hasty reading and disregard of accuracy, prompted by the wish to hasten as often as possible over the text, and thereby to commit it to memory. There is reason for believing that this evil of "cram" besets the Preparatory and Junior Grades in a peculiar degree. Children of these ages lend themselves to it easily, their memory being strong while their judgment is comparatively weak. In their case natural and patient teaching is especially desirable, and here, too, owing to the low intellectual habit it engenders, the practice of cramming does most harm. To this are due, e.g., thoughtless answers which inform the examiner that "Whoso drank of the river Lethe forgot their *future* life and all that had occurred in it," or which, in a biographical account of Cimon, confuse his name with that of "Cleon," and set forth the facts, or some of the facts, of the lives of Cleon and Cimon in alternate sentences, unconsciously interweaving the historical circumstances of both into a tissue which taken as a whole, is exquisitely though absurdly amusing. It begins "Cimon was the son of Miltiades, and he was a tanner. He was a very noble and high-souled man. He had the glory of rescuing the troops shut up in the island," &c., &c. This seems to be the outcome of hasty and unmethodical teaching.

The answering in grammar in this grade was bad, the prevailing opinion respecting ἀνάγκη having been that it is a verb in the subjunctive mood, while scarcely five per cent. of the candidates entertained a just notion of ἀμύλη.

The answering in history was, on the contrary, in a large proportion of cases exceedingly good.

Students so young cannot be expected to have made much progress in Greek, and are seldom found to do even the easiest "sight passage" well. It is, therefore, not surprising that very few got high marks for their attempts at a version of the passage of Xenophon here set for translation. There were, however, a few whose efforts were very creditable.

#### PREPARATORY GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of HUGH A. McNEILL, B.A.

The answering in grammar was for the most part good. The verb appears to be an especially strong point with most of these students. It was no uncommon experience to find a candidate getting almost full marks for the conjugation of irregular verbs, and yet utterly unable to decline πόλις (in many instances regarded as the Greek for "a city.") There were again numerous cases of excellent answering in grammar accompanied by a composition almost valueless. Special attention must be drawn to the weakness of the Greek vocabulary at the command of these students. Hundreds of cases occur where, for words so common as "month," "many," "was," "quem," "year," the English, the Latin, and even the French equivalent is simply translated into Greek characters.

Of the three girls in this grade who presented themselves for examination in Greek, all passed, and two received very creditable marks.

## PREPARATORY GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of JOHN I. BEARZ, M.A.

Here, as in other cases, the *orclo* test has been of the greatest use to the Examiner. Most Candidates had by rote a correct translation of the prescribed passages and sentences. Only a slight but significant slip, *e.g.*, the misplacement of a clause or epithet, was occasionally there to arouse suspicion that all was not well. The "word for word" version, which seems impossible for those who have not an honest knowledge of the work, often supplies the only real discriminant between the candidates who deserve good marks for translation and those who deserve none. In contrast with the parrot versions of some students any genuine effort at construing deserves respect. Among the sentences set on this paper for translation at sight, was the following:—*ἐν γὰρ μὴν ταῖς εὐπραξίαις σπουδερῶν ἐπιστάμενος, ἐν ταῖς δειραῖς εὐθραδὲς εἰδύμενος εἶναι*, which was rendered:—"Knowing how to be prudent among thriving women, he could not be courageous among clever men." Making abatement for the negative, which to the student's mind the general sentiment doubtless seemed to require, this translation gives evidence of much study. The meaning assigned to *εὐπραξίαις* may excite a smile, but not altogether of contempt. It implies mental reference by the writer to the inflexion and composition of the Greek noun, with its analogy to *εὐπάρριον*. All such attempts, however feeble, deserve respect, and are, at least, worthy of higher marks than smooth versions written from memory. The proportion of candidates who did the right passages well was, however, very small. This of course was to have been expected in the Preparatory Grade. The easy question as to the works of Xenophon which treat of Greek life was answered by almost all the students. The answering in History was—considering what one can expect from students of this age—very fair. They were able to enumerate dates and names well. But some of the answers incline one to agree with J. S. Mill, that history is not a subject which can be studied with much profit by children. When, in answering a question as to the battles fought during the Persian wars, a student commences with "the battle of Tarquinus, fought on land," and ends with "the battle of the Baltic, fought on sea"; or when another, answering a question respecting Solon's classification of the Athenians, speaks of "the Pentacosiomedimni, which increased the Senate from 400 to 500," the effect left on the mind of the Examiner is one of sadness, to think of all the labour spent by teacher and pupil to produce such utter confusion as this. Children cannot quite realise the nature of history. They can remember names and dates; but cannot present to thought or imagination the events and men of by-gone ages, much less understand the connexion of the events or the motives of the men.

## LATIN.

## SENIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of ARTHUR PALMER, M.A.

I examined the Senior Grade candidates in Latin, First Paper. This included Grammar, Composition, and, as proscribed books, Horace, Odes, Book I.; and the *Ars Poetica*.

The candidates were as a rule very carefully prepared, and the Latin prose sent in was of a high average merit. The prescribed book was evidently well-known by the large majority of candidates.

I was not so much struck by the correctness of the answering in grammar. Latin verse writing is still generally neglected.

#### SENIOR GRADE.—SECOND PAPER.—BOYS.

##### Report of PHILIP SANDFORD, M.A.

This paper comprised two passages from the prescribed work, Livy, Book III.; questions on that book; two passages (one from Livy and one from the Odes of Horace) for translation at sight; and questions on Roman History, Literature and Art. There were comparatively few complete failures, except amongst the "over-ago" candidates, and a good many very fair papers. Out of the 259 examined some fifty were excellent, and of these about fifteen it was a real pleasure to read. They showed a thorough grasp of the Latin and a successful effort to express the meaning in tasteful and forcible English. The writers of these papers and their teachers are alike to be congratulated, and it is gratifying that the Intermediate Examinations have educed scholarship of such a high standard.

The prescribed book (Livy, III., 1-43), was, as usual, very carefully prepared, but many papers showed that it has been made too much of an end in itself, instead of a means to acquire a knowledge of Latin and to train various powers of mind. Much time was wasted over translations. The translation used by several of the students gave the rendering of a text different from that set; and where a senior student put down "or his partisans" as a translation of *aut soli* (without noticing that his translator or editor read *aut socii*), he of course lost thereby. Again the translation helped them to glide over the not very obvious constructions in the second passage (Livy, III., 40), "*Se mirari . . . quid ita discordias serant nisi, . . .*" and "*sibi placere de eo quod . . . insimulant . . . senatu disceptanti agi,*" and consequently the slightest slip of memory proved disastrous. Thrown on his own resources a boy, accustomed to use a "crib," translated *quod* "because," and wandered back into the translation, ignoring the broken connexion and the nonsense he was writing. Why too should so many render *quippe quo* (*nomine*) by "forsooth"—a word they never use and seldom if ever hear or read? These remarks are intended as a discouragement to those—evidently too many—who fancy that learning translations by rote can be a royal road to scholarship.

The subsidiary questions were fairly answered, and showed the results of good teaching and good text-books.

Of the "sight" passages, the Livy was generally very creditably done, except by the translation-pampered lads who rendered *secundum* "favourable," *segregatis* "collected," *quod nunquam alias* "because always others."

An astonishingly large number failed in "*redimendi se captivis copiam facere,*" candidates allowing themselves to put down what they knew must be wrong, e.g., "made resources by redeeming the captives."

In the passage from Horace the marking was lenient but generally low. A few students made brilliant and fairly successful efforts at "bottoming." But the majority produced lamentable, if sometimes amusing, nonsense. They seemed to forget that the ancients

wrote sense, and that what is absurd cannot possibly be correct. What notion of Horace can a boy have who thinks it possible he intended, when he wrote "*Duris ut illex, &c.*" anything remotely resembling, "as a banished barber, shaved as to his black brow by the cruel birds"?

I would respectfully suggest to teachers and learners to make the preparation of each lesson in the first instance an exercise in translation at sight. The learner should try what he can make of the passage without any help. After a little steady perseverance in this he will begin to find notes and other more questionable assistance to be less and less necessary, until he will have to be encouraged to read good notes for illustration and additional light on difficulties.

The History and chapters on Literature and Art seem to have been carefully and intelligently studied. Candidates should save themselves profitless labour and time by seeing the exact force of each question. Many, when asked about the Roman coin, the "*As*," gave its fractional parts, but said nothing about its weight or value.

The good writing, correct spelling, and general neatness and precision which characterised nearly all the papers were most commendable, and must I think be attributed to training received by the students in the earlier grades of the Intermediate Examinations.

#### SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. J. B. ARMOUR, M.A.

Fifty girls were examined in the Senior Grade—Latin (48 + 2 over-age). There were very few failures. The answering in all the parts was very good. The proportion of really good papers was perhaps higher than at any other examination in which I have taken part. The translation was generally not only accurate but readable, and the history and literature questions were very fairly answered. There were a few very strange blunders in the translation of the (unseen) verse passage, but it was generally attempted, and, on the whole, successfully. The translation of the prose passage (unseen) was, on the part of the greater number, very good.

#### MIDDLE GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of ARTHUR PALMER, M.A.

I examined the Middle Grade candidates' first paper. This included grammar, composition, and, as a set book, selected Eclogues of Virgil.

The candidates were as a rule very well prepared. Composition is evidently much taught at the schools, and I had no difficulty in finding many candidates deserving of prizes, but found considerable difficulty in deciding between them.

The set book was as a rule thoroughly known by the candidates.

All round, the preparation was evidently made more thorough than when I last examined, four years ago.

The only candidates who show a high percentage of failures, are the candidates over age.

## MIDDLE GRADE.—SECOND PAPER.—BOYS.

Report of J. B. ARMOUR, M.A.

Six hundred and twenty-six papers were examined in the Middle Grade (591 + 35 over-age). The answering of these 626 students was good, as a whole. The translation of the book prescribed (Cicero, *de Amicitia*) was accurate; the questions on history were generally tersely answered. The weakest part of the papers was the parsing of the words selected for parsing, and a large number seemed to have a very hazy view of the requirements and limits of Friendship as stated by Cicero (Question 4). The prose passage for translation at sight was very well done by the majority, and though there were a few phrases in the verse passage (unseen) misunderstood by a proportion of the candidates, yet it was rendered in a way which proves that the teaching in the schools is sound. The answering all round was satisfactory, and in a large number of papers excellent.

## SECOND PAPER.—GIRLS.

Report of J. B. ARMOUR, M.A.

One hundred and two girls sent in papers on the Middle Grade, Latin. The percentage of failures in this paper was not more than 6 per cent., and about 70 per cent. gained honour marks. What I have stated about the boys' papers is equally true of the girls'. The answering was of such a kind as to indicate great industry on the part of the pupils, and sound teaching in the schools. The proportion of papers of high merit was probably a little higher in the case of the boys, but in accuracy and knowledge of Latin, the answering of the girls was little, if anything, behind that of the boys.

## JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of CHARLES F. DOYLE, M.A.; C. H. KEENE, M.A. and  
H. E. RUTHERFORD, LL.D.

We have examined the answers of candidates in the Junior Grade Latin, first paper. The paper contained questions in grammar, sentences for translation into Latin and passages from the prescribed portion of Pliny, with questions thereon. The answering in grammar was only fairly good, the inflection of "præceps" proving a general stumbling block, and the syntax questions being very imperfectly answered. The translation was well done, but the isolated words selected from the text were in many cases not attempted at all, and when attempted, were frequently made the subject of random and ludicrous guesses. The most noteworthy deficiency was in prosody, very few of the candidates marking the required quantities with even tolerable accuracy. Some few of the translations from English into Latin were extremely good, and the average answering in this department of the examination was satisfactory.

## JUNIOR GRADE.—SECOND PAPER.—BOYS.

## Report of REV. JEREMIAH CROWE and REV. INNOCENT RYAN.

We are pleased to be able to report favourably of the answering, taken as a whole, made by the boys in this paper.

The cases of *excellence* were, perhaps, fewer than on more than one previous occasion; but there was a marked improvement in the general answering.

As a rule, the prescribed author (Virgil) was accurately and well translated. There was unmistakable evidence that the majority of the boys understood the syntax of the text. There was, however, a number of cases—a comparatively small number indeed—to illustrate the abuse that may be made of printed translations.

The questions arising out of the text were very fairly answered. Questions 5 and 6, bearing on the *matter* of the book,\* were but poorly answered in quite a number of instances.

In the scansion the last portion (c)† was missed by many of the pupils, the more general mistake being the making of a dissyllable of 'quid.'

The 'at sight' translation was well done. The two pieces selected were simple, but they were idiomatic; and the boys, as a rule, translated them accurately and tastefully. There was one passage which frequently proved a trouble, viz. :—

quin occidit una,  
Sarpodon, mea progenies.

There was a rather general dearth of accurate knowledge of the Roman History; and question 10‡ was so very generally missed or poorly answered, as to force us to the conclusion that there is a widespread necessity in the schools to direct more attention to the teaching of geography in connection with history.

## JUNIOR GRADE.—SECOND PAPER.—GIRLS.

## Report of PHILIP SANDFORD, M.A.

The answering on the whole may be regarded as satisfactory; more than half the students obtained above 50 per cent., and a fair number reached a high standard of excellence. The prescribed book (Virgil, *Æn.* ii.) was carefully studied, and the answering gave evidence of good teaching and the use of good editions. Judging by these papers I should say that this poem, taught as it has been in Irish girls' schools during the past year, must have exercised a very valuable educative influence. While the use of translations was apparent, some effort to counteract the evil of an unintelligent use of them was also apparent. We can now estimate the effects of the reaction against the old system, in which all translations were tabooed. It was seen to be

\* 5. Who were the following: Atreidae, Calchas, Epeos, Myrmidones? 6. Explain, briefly, the two following phrases:—'Sic notus Ulyxes?' 'Barbarico ure superbi.'

† (c). Quem non lucusavi amicus hominumque decorumque?

Aut quid in ovesa vidi crudelius urbe?

‡ 10. Draw an outline map of Sicily, marking thereon the names of the places where battles were fought during the first Punic war.

bad that a student should waste time in trying to make out a passage too hard for him or her, or should surreptitiously have recourse to a "cog." The permitted use of translations did away with these alternatives, but it also did away with the bracing influence on the student's mind, which the effort to surmount the difficulties with the aid of grammar and dictionary must have. The loss seems greater than the gain. It is not only a translation of a certain portion of the classics, however good, that is to be acquired, but the power of translating. Besides, modern school books are so well and fully annotated that there seems to be little excuse for the use of translations by junior students. "Seizing my hand she restrained me and continued (*dextraque prehensum tenuit*)," occurred painfully often, and carries with it its own warning. Much time would in the end be saved if teachers, instead of sanctioning or encouraging translations, would at the close of each lesson work out roughly the next in class, showing the pupils how to learn, and so obviating the necessity for an assistance which produces results like that quoted. This error too suggests that it may not be needless to remind students that a Latin word can seldom be rendered by its English derivative, for the simple reason that the meaning of a word changes and develops as time goes on.

The 'Parsing' was fairly done: most students remembered that it was not enough to give "*capto*, dative, &c.," without adding "*governed by illudere*." The answering in "Prosody" was scarcely satisfactory. I would caution students against a tendency to dwell on abnormalities to the neglect of essentials. Many more students failed to scan correctly the perfectly normal fourth line set, than to recognise the hypermeter in the preceding line. The "translation at sight" consisted of a little letter of Pliny's which was on the whole creditably rendered, and in some cases almost perfectly, and of a passage from Aen. x. which was not handled at all so successfully. If the candidates had learned to look on their Prosody as a help instead of a burden, they would have avoided the error of thinking that *occidit una Sarpedon* implied that Sarpedon killed anyone. A fruitful source of error is the notion that Latin words have the same meaning as similar French words. "*Tot* 'soon,' *ni* 'neither'" disfigured several otherwise good papers.

The History was evidently carefully prepared, but I think in most cases by a faulty and uninteresting method. In question 11, "Give the dates and results of . . .," the correct dates were often given of the four battles, without any 'results', or with 'Romans defeated,' 'Romans victorious' appended seemingly at random. But this question was also well answered by many, while very few made a tolerable attempt at the 10th: 'Draw an outline map of Sicily, &c.' Some sought marks by naming the battles fought in Sicily or off its coast, while others sent in a rough circle with "Trebia, Cynoscephalae, Carthage, Massinissa!" written around.

Geography is not an "additional subject," but the intelligent use of a map is a great help to the study of history, and even without Note 4 (on page 59 of the Programme)\* it might have been expected that this method of rendering the study more vivid and more interesting would not have been neglected.

The general neatness of the papers and precision of the answering speaks well for the character of the teaching at most of the Irish schools for Girls.

\* 4. In all papers on ancient history, easy questions may be set on geography as illustrating the history.



## PREPARATORY GRADE.—FIRST PAPER.—BOYS

Report of HUGH A. McNEILL, B.A.

On this paper several boys obtained practically full marks in Grammar, and a large number sent in really excellent specimens of Composition. None of these scored quite so high marks in the questions on Pliny. On the other hand, it is a remarkable fact that hundreds of boys, who gave a finished version of the prescribed author, show a very indifferent knowledge of Grammar, many in fact failing to reach the pass standard in Grammar and Composition. There is abundant evidence that these boys have simply committed to memory an English translation of the text, without any intelligent notion of the original Latin. Sentences and clauses are given from the immediate context, although they have no place on the examination paper; words also are substituted from the context, in place of the words in the extract set. *Alia* is frequently translated "sow's punch," and *Cucurbitae* "sea-urchins." Nothing but an imperfect recollection of the sound "history and conversation" could lead a boy to translate *inter sermone[m] historiamque medios* as "midway between history and confirmation."

Boys so taught invariably break down at the passage to be rendered in parallel columns. Here the more skilful try to obviate the difficulty by taking three or four words at a time, although told to "translate word for word." Indeed some of the better students are not precise enough in following this instruction. The question is not exactly satisfied by writing *me jucat*, "I rejoice," or, as is more common, *hominum ingenia*, "men of talent," a form of answer which occurs in fully one half of the papers. As high marks are attached to this word for word translation, somewhat more attention might be devoted to it by teachers. After all it is the most obvious test of the success of their labours to impart a rational knowledge of Latin structure.

In some cases it would appear that the effort to acquire two foreign languages is beyond the powers of the student. The French numerals are given instead of the Latin, *demain* and *hier* are frequently found in the composition as Latin for "to-morrow," and the phrase *habere recu deus epistulas* given by one student will serve as an extreme type of a familiar form of answer. At the same time, the remarkably good general answering in Grammar and Composition gave proof of sound and accurate teaching in most cases, which has perhaps unduly heightened the imperfections of the remainder.

## PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of JOHN I. BEARS, M.A.

It is doubtless hard to construct a paper of questions in Greek or Latin simple enough for students under fourteen years of age. The very easiest points assume to them quite a formidable appearance when printed before the examiner's note of interrogation. That, however, the prescribed work is not beyond the powers of the average

child is shown by the completeness with which a large percentage of these candidates answered. Students whose intelligence has been so little developed, and whose experience of life is so scanty, cannot be expected to succeed perfectly in grappling with the subject-matter of an ancient classic. The ordinary facts of life—the commonest relationships, are still beyond the knowledge of most of them. Hence an examiner need not be much surprised when informed (as I have been) that “*Virgilius Rufus was the brave wife*”; or that “*Pætus was the husband of Arria, and a great friend of Pliny, who reckoned him among his ancestors*”; or that “*Arria and Pætus were the son and husband of Piso*.” But besides weakness arising from immature intelligence and want of experience, there are, in the answering of the Girls of this grade, certain defects which cannot be so readily explained or excused. Meaningless sentences are too frequently offered in versions from the prescribed author. For example: “*Notarius voco, et, die admissio, quas formaveram dicto*” was rendered:—“I called my secretary, and dictated an admissible (sic) day which I formed.” In the phrase “*ad audiendum pigre coitur*,” the word *pigre* was in one case translated ‘piggishly.’ These attempts (and many like them might be quoted), illustrate the need of patient explanation by a teacher, and the duty of impressing on children the lesson that they ought not to write down, as part of their versions, sheer nonsense—words to which they themselves annex no clear ideas.

The translation of the prescribed portions of Pliny seemed in most cases to have been committed to memory in such a way that a candidate once started in a sentence appeared able to finish without difficulty. That memory, not inspection of the passage set, was the chief resource became often painfully manifest by the application of the *ordo* test. Judged by this test many candidates whose translation was fluent and fair appeared nevertheless entitled to very little credit. The true discipline for a young interpreter is the analysis of sentences, with parsing of individual words. For this, however, a frequent substitute in schools seems to have been the constant repetition of the English rendering; perhaps on the supposition that the faculty of parsing and construing would supervene spontaneously, or that translation could be done correctly from memory alone without the aid of this faculty. This is, however, a delusive supposition, owing to which many students suffer badly at the examination, while the whole foundation of their knowledge is rendered unsound. I know a case in which a little boy, who had not yet been taught to decline *mensa*, was set to translate Ovid and Pliny. Such a method of teaching cannot be regarded as satisfactory; it must, if continued, lower the standard of school education; and it tends more than anything else to bring reproach upon the Intermediate system.

The answering in Grammar and Composition was good in a fairly large percentage of cases. It deserves notice here, however, that many candidates did not know how to ‘put in’ the answers to certain questions, e.g., such as required the statement of the comparatives and superlatives of a number of adjectives, or of the genders, genitive cases, &c., of a number of nouns. Instead of stating these points in co-ordinated columns, some children wrote them out in a continuous context straggling over several pages, which almost inevitably involved the writers in confusion and omission, and (what is worse) caused the Examiner great difficulty in doing justice to their answering. Teachers might with advantage instruct their pupils as to the form which answers to such questions should take on paper.

*Education Board for Ireland.—Appendix.* 25

## PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of Rev. JEREMIAH CROWE and Rev. D. MANNIX, D.D.

Two things were unsatisfactory in the answering of the boys in the Second Latin Paper of the Preparatory Grade. 1. The process of rendering the passages from the prescribed authors was often a mere attempt—more or less successful—to recall the words of “the translation”; and 2, as a consequence, no doubt, of the use of “the translation,” the grammar of the texts had been either neglected or forgotten. The examiner of written exercises can do little to check the use, or abuse, of translations. But it may be worth while to require more frequently from candidates “a word for word” translation.

With this limitation, the answering was satisfactory. It was especially gratifying to observe the ease and accuracy with which a good percentage of the boys translated the “unseen passages.”

## PREPARATORY GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. J. B. ARMOUR, M.A.

Of the 190 students examined, about one third gained on the paper honour marks, about one third pass marks, and about one third failed to come up to the standard for a pass. The majority of those who failed did not seem to have read the Extracts prescribed for the examination, as several of them did very fairly in history, and several made a very fair attempt to render the (unseen) prose passage. The other papers were very fair in all their parts—translation, parsing, history—some were excellent. The verso passage (unseen) was not so well done as the prose; only a few seemed to have caught the meaning. The papers were, as a whole, very creditable, considering the age of the pupils examined.

## ENGLISH.

## SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of Rev. J. PATERSON SMYTH, LL.D.

The Compositions on the whole are rather disappointing from boys of this grade, though the spelling and handwriting were by no means bad. Not more than twenty out of the three hundred essays were any real pleasure to read, and not even ten received eighty per cent. of the maximum marks. And this was not so much from stupidity or want of thought. Several boys who showed considerable thinking power, and used good language and interesting illustrations, yet failed of high marks owing to the want of logical arrangement of the subject. Several otherwise good essays were spoiled by want of paragraph divisions, and several by the disorderly sequence of the thoughts, the writer going back again and again to matters which had been already dealt with. I was pleased to see in the rough work several traces of attempts at making a systematic logical plan of the essay beforehand, and I think teachers should inculcate this more than they do.

Another fault, though not very common, was that of long involved sentences. I noticed too a rather marked tendency to ornate and

grandiloquent language, as in the essay now lying before me, which can only speak of birds as the "feathered denizens of the groves." It is a result I suppose of our poetical Irish temperament, and it is certainly not altogether an evil, but it decidedly wants pruning in the "Senior Intermediate" Boys.

The prescribed author has been fairly well studied. Still we have even here, in too many cases, the old trouble that meets us every year in these examinations—the want of really intelligent reading—the failure to grasp the central thought of a passage. One does not mind this in little boys, but it is too bad in the seniors. I have had boys quoting a whole page of Pope for an answer which lay in a dozen words, and sometimes even after quoting a very long passage they managed somehow to leave out the very marrow of it all. I wonder if it would be feasible to get pupils sometimes, for a school exercise, to *mark certain passages* in books, i.e., to indicate in pencil the few words or lines which contained the central thought. It seems to me that some such training would be of great value in forming the habit of intelligent reading.

The answers to the Analysis question showed incidentally a very widespread knowledge of simple English Grammar. But I fear the boys knew very little of Prosody: and as to "Morris's Historical Grammar," anybody unacquainted with the powers of schoolboys in this respect, would have wondered how so many could have missed the easy questions set in that subject.

It seems rather ungracious to put so much fault-finding in a report. But it is the examiner's duty especially to indicate defects. I should like to add, however, that the papers showed a great deal of really good work, and much that both teachers and pupils might well be proud of.

#### SENIOR GRADE.—ENGLISH.—FIRST PAPER.—GIRLS.

##### Report of P. W. JOYCE, LL.D.

As I never before examined the Senior Grade, I am not able to compare the present answering with that of past years. My subjects were Composition, Grammar, and Analysis, and a selected number of Pope's Essays. I think it would be impossible for an examiner to rise from the perusal of these exercise books, without a feeling of satisfaction at the intelligent grasp of the several subjects displayed by the candidates. The handwriting was generally good, bold, and legible; and the spelling on the whole very correct. I do not attribute much blame to the candidates in remarking that very many of them misspelled the word *onomatopœia*. I could point out other pleasing features in these exercises; but it will be more useful to notice a few prevalent faults.

COMPOSITION.—Speaking generally, the exercises were good and neatly executed, and the sentences correctly formed. But the punctuation was very often crude and incorrect. Cool sober treatment is generally best in Essay writing. But many of these Essays were quite too fervid and emotional: full of exclamations and triumphant rhetorical questions. A large proportion of the sentiments expressed were evidently artificial: fine statements in correct language, that fell well on the ear and helped to fill up space, but not at all what the candidates really believed. Many candidates are given to exaggerated and

superlative language. Take the following specimens about Music :—  
 "There is nothing which has such an influence on us as music."  
 "Music is man's only solace." "Music is the divinest of all God's gifts."  
 "Without music would not children grow up unfit for any company?"  
 "Of all the aids which God has given in this 'vale of tears,' music is the greatest." [On hearing an organ].—"My pulses beat against my wrist like the waves lashing against the rocks." Whoever discourages the use of such language among young persons, and teaches them to avoid exaggeration, and to express, in quiet language, their own natural sentiments and convictions, instead of fine sounding unrealities, does a service both to the individuals and to education in general.

POPE'S ESSAYS.—I found that the text was generally well prepared. Many could, I think, write out from memory nearly the whole of the several Essays; and the annotations of the Text-books were nearly always well mastered. But a considerable number of the candidates failed to give the meaning of certain passages placed before them for explanation: showing plainly that the sense is not sufficiently attended to. The following fact strikingly exemplifies the tendency to read over passages without looking closely to the meaning. This stanza from Gray's *Elegy* was given for analysis :—

"Beneath those rugged elms, that yew-tree's shade,  
 "Where heaves the turf in many a mouldering heap,  
 "Each in his narrow cell for ever laid,  
 "The rude forefathers of the hamlet sleep."

A large proportion—probably one-third—of the candidates totally misinterpreted "that yew-tree's shade." They understood the line as if it had been written "Beneath those rugged elms *which yew-trees shade*," taking *shade* to be a verb, with *yew-trees* for its nominative; though *yew-tree's* was printed quite plainly on the Question Paper, as a possessive singular.

#### SENIOR GRADE.—SECOND PAPER.—BOYS.

##### Report of R. DONOVAN, B.A.

The average quality of the answering of the boy candidates to the questions of Second English Paper, Senior Grade, was very fair, and the style of the papers was good.

Macaulay's Essays on Lord Olive and on The Life and Writings of Addison would appear to have been studied with special care and a genuine interest. The candidates generally exhibited a close acquaintance with the substance of the essays, and not a few gave evidence of a considerable appreciation of the author's method and style. Had the other subjects on the programme been as carefully studied, the general result would have been excellent.

There was a remarkable contrast, however, between the fulness with which the history and biography contained in the essays were presented, and the meagreness of the answers to the questions on the History of Great Britain and Ireland. While almost all the candidates knew something about the matters referred to in the questions, a complete answer was very rarely given. The history of the period seemed to have been known merely in outline; and the defect noted in my report last year, the want of detailed and accurate knowledge on the part of the candidates, is still evident.

The superior quality of the answering on the historical and biographical essays suggests the question whether the deficiency in the case of the general history may not be due to some extent to the historical text-books in use. It would, of course, be useless to expect that a historical hand book should prove as interesting as a fragment of history treated by Macaulay. But for Senior Grade candidates it should not be impossible to select a text-book that would in some degree excite the same interest in the course of the general history of the United Kingdom, as was manifested by the candidates in the political and diplomatic history of India during Clive's career, and the literary and political history of England during Addison's. The "leading features of Pitt's Irish policy," or the history of Reform, for instance, should interest a student, and be as easily made to interest him as the fate of Duplex or the capture of Geriah.

The Outlines of the History of English Literature evidently received a fair amount of attention from the candidates. But on two points there was a want of knowledge, where, even though the subject be studied in outline, such a deficiency should not exist. In answering question 13—"Classify the following works, giving the names of their authors, and, as nearly as you can, their respective dates of publication:—*The Wealth of Nations*; *Songs of Innocence*; *The Holy War*; *Vivian Grey*; *Ode for St. Cecilia's Day*; *Madoc*; *Rasselas*; *Lyrical Ballads*; *The Fable of the Bees*; *The Christian Year*; *The Orphan*; *The Analogy*; *The Splendid Shilling*; *The Progress of Poesy*; *The Gentle Shepherd*"—few of the candidates were able to indicate the class of literature to which the works belonged except where the title guided them; and in answering question 12—"Who were 'the Lake Poets'? Why were they so called? Give the names and dates of their principal works"—not a few displayed ignorance of the relative importance of the authors sometimes grouped under that title. Many of the candidates were wholly unacquainted with the names of the works upon which Wordsworth's fame rests.

In *Geography* the results were fair. The questions on the geography of the American Continent were well done. But, as in last year's papers, there was an inexplicable deficiency of knowledge exhibited by many, even of the best candidates, regarding the portion of the programme referred to in questions 14 and 15—"(*a*) What is an *Isothermal Line*? What is it that determines its position in the regions through which it passes? What is the latitude that marks the northern limit of the vine through Europe? (*b*) Give, as clearly and concisely as you can, the proofs that establish the diurnal motion of the earth. (*a*) How is a degree on the earth's surface measured? (*b*) Describe briefly how the races inhabiting the globe are affected by the external conditions of life."

The number of candidates whose ability was manifest, and whose general answering was good or excellent, but who were unable to give the proofs that establish the diurnal motion of the earth, was surprising. The physical and mathematical sections of the *Geography* programme do not apparently receive much attention in the schools.

To sum up—a fair average was reached all round; the answering on the literary works was excellent; and the chief blemish of the papers was the incompleteness of the answering to the questions on history.

## SENIOR GRADE.—SECOND PAPER.—GIRLS.

## Report of JOHN F. TAYLOR, B.A.

There is one general observation which I think it well to make and to which special attention should be directed, in my opinion, by those preparing candidates in English. There should not be the slovenliness and want of care which mark most of the papers of the weaker students. There is, I think, no reason whatever why the most backward pupil should not be trained to habits of order and neatness and also to some approach to sequence in the answering. In the Senior Grade at any rate these things ought to be looked to.

Passing to the answering itself it is satisfactory to note the honesty of the work and the marked diminution of guesses and irrelevancies. Indeed as a rule quantity determined the marking as only very few absolutely wrong answers were given.

Macaulay's Essays seem to have been very intelligently studied, and many of the students stoutly expressed dissent from the author's views and gave intelligent reasons for doing so, while nearly all knew the allusions and were able to explain them. In question 3—(a) and (b)\*—were notable examples of this, where Macaulay's perhaps too vivid manner was either literally given or most closely followed. In History it is observable with what zest the part directly relating to Ireland is answered, but the question as to Pitt's policy was not satisfactorily dealt with. All who tried it at all knew that the policy of Catholic Relief did enter into his plans. The only real guesswork was in the questions on Literature, especially question 13 (see preceding Report), where certainly imagination got free play and works were attributed to writers apparently without the least regard to probability, to say nothing of accuracy. Questions 10 and 11† were answered exceedingly well in many cases. The Geography questions were not well answered, and even where the details were given with accuracy there did not seem to be a real or close knowledge of the subject. This may arise from trusting too much to books and too little to maps and explanations.

The unsatisfactory answering wherever it occurred seemed to be in no marked degree due to unintelligence but merely to the want of due industry in making up the work; as it is only in a small number of the questions that anything more than ordinary capacity is needed, and even in these it is by shortcoming rather than by actual error that the failures occurred. The answering on the whole was creditable, and in the case of the best students there was little to find fault with in manner, method, or arrangement. Indeed the neatness was almost in proportion to the knowledge in all cases.

## MIDDLE GRADE.—FIRST PAPER.—BOYS.

## Report of S. J. MACMULLAN, M.A.

I have read the answers of the boys to the Middle Grade First Paper in English, set by me. The subjects were:—Composition, Grammar, and three poems, viz.: Coleridge's *Ancient Mariner*, and Goldsmith's *Traveller* and *Retaliation*.

\* 3. (a.) What, in Macaulay's opinion, is the chief merit of "The Campaign?" Give the substance of his remarks upon the point.

(b.) Describe "The Freeholder."

† 10. Who were the chief Irish writers of English prose during the 18th century? Give the titles (with approximate dates) of the principal works upon which their fame is founded.

11. Give a short account of the writings (a) of Burns, (b) of Keats.

It may be remarked in general that there is a very wide difference between the best and the worst of the candidates. The best are very good, the worst are very bad. The best are, by comparison, few; but they show real acquirement, such as will form the foundation of solid English scholarship. The bad are many; their knowledge is worthless; and in regard to a large section of them the difficulty is—to imagine what ever induced them to offer themselves for examination. Three candidates sent up blank answer-books.

To come to particulars :—

1. The COMPOSITION, save in the case of what may be called the First Class, is not well done. The subjects were :—

- (a.) A winter landscape; or
- (b.) Tramways; or
- (c.) "If nothing more than purpose in thy power,  
Thy purpose firm is equal to the deed."

The candidates, as a whole, show but a slight acquaintance with the great *literary* English language. They write the limited talk of the man in the street. They possess, however, a larger *copia verborum* than the girls; and only a very small number of them exhibit the morbid fluency that marks so many of the girls' compositions.

The *substance* of the Essays is, on the whole, fair enough; but I do not reckon here a detailed account of the half-penny and penny tram-stages in Belfast; nor again what seems to be a complete list (it is certainly long enough) of the destinations of the various trams that start from Nelson's Pillar in Dublin. Nearly all who wrote on the lines from *Night Thoughts* totally missed the sense of the passage. The fault of over-statement is all but universal. There is another fault, which I may call *literary insincerity*. For example, the candidate selects as his subject "A Winter Landscape." Well, there being, apparently, no winter landscape in Ireland, I am at once transported to Switzerland or Norway, and find myself in the midst of thunder-storms, snow-storms, rushing glaciers, ruined villages—in short, chaos come again. And even when I am allowed to stay at home, there is the inevitable thunder-storm; or, if the writer is in a cheerful mood, I get a picture of the merry hunting party sweeping over the frozen earth or dashing through the deep snow in pursuit of the fleet hare or wily fox.

2. The GRAMMAR, as done by the upper-class candidates, is very good indeed; the work of the others ranges from middling to very bad. Of the two passages set for analysis the prose passage from Scott is better done than the lines from Thomson,—the latter sentence proving disastrous to nearly all the candidates that attempted it.

3. The AUTHORS are well done, on the whole. The boys are not so letter-perfect in quotation as the girls; on the other hand they are, even in quotation, accurate in some cases in which many girls fail. A very common mistake in the girls' papers—a misquotation in the description of the character of Edmund Burke (*Retaliation*)—is hardly ever made by the boys. The line is—"For a patriot too cool, for a drudge disobedient." Very many of the girls read—"for a *judge* disobedient." Yet it is a boy who gives the amazing lesson—"for a *drudge* disobedient."

On the whole, there is abundant evidence of hard, conscientious and successful work on the part of a fairly large section of the candidates. In the case of many, on the other hand, the work is by no means satis-



factory; and the cause of this I believe to be, not want of industry, but absence of the endeavour or failure (if the endeavour has been made) to work into the business of acquisition a bit of ordinary common sense. In the case of many candidates the mind—the intelligence at all events—has played no part in their “studies.” Hence the blunders of which examples are given above, and which a perusal of these papers would enable the reader to multiply to an indefinite extent.

I beg, in closing, to call attention to a bad habit which many (usually not the best) candidates have fallen into: they do not answer the questions in the order in which they appear on the examination paper. I have been told that many persons are mentally so constituted that their knowledge will not come to them when, or in the order in which, it is required. But candidates ought to avoid the extreme form of this weakness which, in the result, consists in their peppering their other answers with the fragments of this or that obstinate answer that will come to them only in fragments; they ought also to avoid hiding away any of the fragments in the pages of the answer-book that come after that page which contains their answer to the last question on the examination paper, especially when that answer comes in or about its proper place.

#### MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of S. J. MACMULLAN, M.A.

I have read the answers of the girls to the First Paper in English, Middle Grade. The subjects were:—Composition, Grammar, and three poems, viz., Coleridge's *Ancient Mariner*, and Goldsmith's *Traveller* and *Retaliation*.

I may remark in general that there is throughout abundant evidence of earnestness and industry on the part of the candidates, and, in the case of many, of good teaching. I am under the impression (not taking marks into account) that, while the best of the girls are perhaps not so good as the best of the boys, there is a smaller number of dead failures among the girls than among the boys. No girls have sent up blank answer-books.

Taking the subjects in order, I observe:—

1. That the COMPOSITION is only in a very few cases within the region of the *excellent*. There is little evidence that the candidates as a body are familiar with the literary, as distinguished from the conversational, language. Again, not many of them seem to have any notion of a composition as an *organic whole*. And just because of the smallness of their vocabulary, some write with a fluency that is not far removed from glibness.—The *substance* of the essays is about up to the ordinary standard; but many of the candidates indulge in a strain of *moralising* which, if in other respects creditable to the writers, finds its proper place rather in a sermon than in an essay. Many of the reflections have, I believe, been made before; but I confess I was not prepared for an outburst of pious gratitude for the creation of the Horse on the ground that the creation of the Horse makes the existence of the Tram-car possible. Nor do I remember to have seen elsewhere a Tramway denominated “a blessing to suffering humanity.” Nearly all who wrote on the couplet from Young misunderstood the meaning of the passage.

2. As regards the GRAMMAR,—I imagine these answers exhibit most of the mistakes that could have been made. It is plain that in many cases Grammar is not studied as a most valuable means of training the judgment, but as a mere collection of terms to which no definite

meaning is attached. With some candidates almost any word, for example, may be "third person singular." The result is that much of the "parsing" is pure rignarole. Of the pieces set for analysis that taken from Thomson proved the more difficult.

3. The AUTHORS are well done, in so far as the rote-learning of the words is concerned; and rote-learning, in the case of young students, is a very important exercise; unfortunately in many instances there is nothing *but* rote-learning; and some candidates (boys and girls) who have quoted with absolute accuracy from the poems set, are apparently under the impression that the *Traveller* and *Retaliation* are written in the same metre, that Dean Swift was a member of the Johnson Club, that Dr. Johnson and Ben Jonson are identical, and that Coleridge was himself the Ancient Mariner; while his age when he wrote the poem lies anywhere between nine and eighty-four.

On the whole, my conclusion here is very much that which I expressed in the report on the work of the boys. Excluding those candidates who may be designated First and Second Class, and (perhaps) Upper Pass, we have a large body of candidates who exhibit one uniform fault: *they do not use their minds*. The ordinary common sense which they employ to good purpose in everyday life goes to sleep (apparently) when they engage in study. The result is, with many, *failure*, or a much smaller amount of *success* than they would have attained, with the same mental equipment, had they in the course of their studies used their *memory* not less but their *judgment* more.

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#### MIDDLE GRADE.—SECOND PAPER.—BOYS.

##### Report of R. C. I. WHITTY, M.A.

The answering, on the whole, was very satisfactory. It was *remarkably* good in the "Lamb's Tales from Shakespeare"—indeed I was surprised at the almost uniform correctness of the answers to the questions in this subject. But in many cases the descriptive answers were unnecessarily long and detailed, often running into two and three pages, when all that was required could have been said in sixteen or eighteen lines, at the outside. The natural result of this lavish expenditure of time at the beginning of the paper was a corresponding scarcity of time coming towards the end.

In Irish History the answering was also very good; but not quite so good in English History, in which evidences of mere "cram" were apparent in too many instances. It was very strange with what singular uniformity Question 5 (a) ["What were the leading features of the procedure adopted by the Long Parliament against Strafford?"] was missed by almost every candidate—the word "procedure" being in nearly all cases taken to mean "charge" or "accusation." It is surely a word that Middle Grade students ought to be familiar with.

In the "Outlines of English Literature" the answering was in many cases excellent, showing the subject had been carefully and thoroughly studied. But at the same time there were some answers which rather startled me; such as—(1) "Milton was an irreligions and licentious poet, who passed his time between the theatre and the workshop." (2) "Milton's principal prose works were *Paradise Lost*, *Paradise Regained*, *Paradise and the Peri*." (3) "Homer was the author of *Utopia*." (4) "Shakespeare in his fourth period began to write poetry." It also

appeared that some boys must have been taught altogether orally, without seeing a book at all, otherwise I cannot account for such mistakes as "Allio Pagitica" for "Areopagitica," "Taba or Iun" for "Tabard Inn," "San Lorents" for St. Lawrence." (This last example occurs in Irish History).

The answering in Geography was less satisfactory than in any of the preceding subjects, but still, taking it all round, it was not by any means bad. In comparatively few cases did the Outline Map (of Germany) obtain anything approaching full marks, and in fewer cases still were there any efforts made at neatness in filling it in. Most of the candidates showed a fair general knowledge of Physical Geography, but owing to a want of precision and of accuracy in their answers, they did not succeed in making good marks. I am of opinion that more care might, with advantage, be given to the teaching of Geography, in general, and of Physical Geography, in particular.

#### MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of R. C. I. WHITTY, M.A.

The number of girls' papers examined was 338, and the answering was, on the whole, very creditable—quite equal, I think, to that of the boys, except in Physical Geography, in which very few girls scored at all well.

Most of the candidates attempted every question on the paper, but in many cases the answers were thoughtless or irrelevant, and failed to obtain any mark whatever, although extending, perhaps, to two pages of writing. This was especially the case in regard to Physical Geography, but examples of it were also to be met with in the other subjects. If a boy did not know something about a question, he did not, as a rule, waste time on it, but the girls' principle seems to have been to "take a shot" at everything, whether they knew anything about it or not. If they thought more and wrote less, they would, undoubtedly, pass a better examination. I give three examples of thoughtless answering (all taken from the Outlines of English Literature). (1) "Shakespeare in his first period only took to plays; in his second and third periods he took to tragedies and comedies." (2) "Milton's style in prose writing is beautifully involved, he brings everything out in a clear and precise manner." (3) "Milton's poem which is modelled after the Greek is 'Sampson's Agnostics'."

The answering in "Lamb's Tales from Shakespeare" was excellent, but seriously blemished by excessive prolixity. In this respect the girls were far greater offenders than the boys. In fact, in many instances, they took up an entire twelve page answer-book for the four questions on Lamb.

In English and Irish History the answering was quite satisfactory, and the word 'procedure' in Question 5 (a) did not prove so general a stumbling-block as it did with the boys.

In respect to Geography proper, the Outline Map (of Germany) was, as a rule, fairly well done, and, in many cases, with a considerable amount of neatness. The last question, asking the positions, &c., of

certain places in Europe, was not very well answered; but I noticed that every girl knew that Mechlin was celebrated for lace, while few knew where the town itself was.

I have only to add that in neatness and general orderliness of arrangement the girls' papers compared very favourably with those of the boys.

#### JUNIOR GRADE.—FIRST PAPER.

Report of JOHN COOKE, M.A., WILLIAM P. COYNE, M.A., ROBERT DONOVAN, B.A., REV. MICHAEL FOGARTY, D.D., JOHN F. TAYLOR, B.A.

The results of the examination of the Junior Grade Boys in English Composition, Grammar, and Scott's "*Lady of the Lake*" were on the whole satisfactory, and exhibited steady improvement on the work of recent years.

As compared with the papers of four years ago, the advance in *English Composition* was distinctly apparent. There was, as might naturally be expected, considerable disparity in the compositions of the candidates as regards style, arrangement, and thought; but although there is still room for further improvement in these respects among the majority of the candidates, the general progress was manifest. Vulgarisms, solecisms, and grammatical blunders were much rarer than formerly, punctuation and orthography have improved; the correct use of the full stop and the capital letter is no longer confined to the select few; and the number of Junior Grade boys unable to express their ideas correctly, intelligibly, and in fairly ordered form is now insignificant. The improvement is most marked among the less gifted candidates. There were not, perhaps, as many excellent compositions this year as in previous years, though a few were in the highest degree meritorious considering the age of the boys by whom they were written. But there has been a distinct raising of the lower levels, as though—if we may be permitted the remark—the recent regulations of the Commissioners increasing the rewards for successful teaching, had already borne fruit, and induced more attention to the instruction of the "pass boys," who most needed it.

The chief defect of the compositions was the attempt to write in a bombastic and unnatural style. The majority of the candidates selected "a summer holiday on the river" for their subject. Few of the compositions, however, were simple descriptions of the writer's observations. Most of the boys depended upon their imagination, rather than on their experience and memory, for their facts. They forgot that it is better to write in easy and natural language of events and things within their own experience and observations; and that it is not necessary to use by words or invent the impossible in order to impress an examiner.

The answering in *Grammar* was, on the whole, good; but the analysis of sentences and the parsing might have been done better. These two exercises test a boy's understanding, as distinct from his memory. A large number of marks were lost to many of the candidates owing to deficiency here.

If any retrogression from the standard of former years was apparent, it was in the answering on Scott's "*Lady of the Lake*." The text

was evidently not as closely studied as in former years. Question 7—

- [(a). Name five of the leading characters in the *Lady of the Lake*.  
(b). Describe briefly the feats performed by Douglas in the Castle Park, at Stirling.]—

which was designed to test the general acquaintance of the candidates with the story and plan of the poem, was well answered by most of the boys. It was evident that they had nearly all read the poem, and read it with interest. But the questions that were framed to test their closer acquaintance with, and accurate understanding of, the text were very imperfectly answered. The minute study of a poem, such as "*The Lady of the Lake*," in junior classes might of course be overdone. It ought not to be made a dry philological or mnemonic exercise. But the study should be carried at least as far as to ensure that the students thoroughly understand what they are reading. There was evidence in too many of the papers that this had not been done. Quite a large number of candidates failed to answer question 9—

[Write notes on the italicised words in the following lines:—

- (a). I guess his *cognisance* afar.  
(b). A purse well filled with *pieces broad*.  
(c). Convulsions heaved its *chequer'd* shroud.  
(d). *Weird* women we! by *dale* and *dowa*.]

Not a few of the boys explained that "*weird* women" meant women who were wearied. And in quoting the line—"Groped their dark hues with every stain"—a number of the candidates substituted "*struin*" for "*stain*," rendering the line meaningless, and suggesting that in committing passages of the text to memory, many boys tried to catch the sound without attending to the sense.

Question 10—[What is the prevailing metre in which the *Lady of the Lake* is written? Quote any two lines of the poem, and mark the scansion]—was answered well by only a few. Many of the candidates showed by their answers that they did not even understand the words, "*metre*," and "*scansion*." In the study of English poetry prosody should not be entirely neglected.

These deficiencies in the answering on Scott's poem formed the chief blemish on papers that otherwise reached a very fair average level.

#### JUNIOR GRADE.—FIRST PAPER.—GIRLS.

##### Report of MARY A. LYSTER, M.A.

The answering was, on the whole, fairly satisfactory; for although a large number of candidates failed to reach the standard necessary to pass, there were, on the other hand, many excellent candidates whose work showed careful study.

The English composition was the subject in which the majority of candidates were weakest. Lack of originality, inability to grasp the subject as a whole, careless construction of sentences, faulty grammar and spelling, were common failings amongst even the good students.

Glib commonplaces, loosely strung together, seemed to be the ordinary notion of an "*Essay*." Then many students did not adhere to the subjects set by the Examiners, and wrote papers which were not to the point, although, as mere "*compositions*," some of them had merit.

It would appear from careful observation of the work of the majority of candidates that the systematic teaching of English composition is

defective, and needs far more attention paid to it. However, it is only fair to add that the compositions of a small percentage of candidates were admirable for children of that age.

The analysis and parsing were fair in most cases, though many of the candidates had not grasped the full meaning of the sentences and words set. A great deal of "guess-work" was apparent in answer to Questions 4 and 5 :—

4. (a.) State the gender of the following words :—

steer, hind, sloven, vixen, sculptor.

(b.) Give the plural of the following nouns :—

genius, species, cherub, axis, man-eater.

5. (a.) What is Voice? What classes of verbs have two Voices? How does the *Passive Voice* differ in formation from the *Progressive Form* of verbs?

(b.) Give the principal parts of the following verbs :—

ground, waken, lade, shed, fly.

Several candidates, otherwise unsatisfactory, by this means succeeded in raising their total to pass standard, while many good candidates, who really knew their work, were unable to answer them fully.

The answering of the questions on the "Lady of the Lake" was poor, as a general rule. I cannot think that the poem was taught in a satisfactory way to the majority of students. "Cramming" was largely resorted to, and some candidates answered in a parrot-like way questions which they really did not understand. Memory seems to be trained while the real development of the mind is neglected, and such a thing as the cultivation of the critical faculty seems not to have been thought of. Few students showed real appreciation and understanding of the poem itself. This is much to be regretted, as the higher aims of education are defeated when pupils are encouraged to study literature, not for its own sake, but merely in order to pass an examination.

There were, of course, exceptions to this; but I refer to the majority of candidates.

The work of the over-age candidates was not up to the average. This is, of course, not to be wondered at; but still, if the examination is taken, it should be prepared for properly. Some candidates failed to reach even the pass standard; while few, if any, obtained honours.

#### JUNIOR GRADE.—SECOND PAPER.—BOYS.

Report of REV. F. F. CARMICHAEL, LL.D., KATHARINE MURPHY, M.A.,  
REV. PATRICK O'LEARY.

We regard the examination in the second English paper, Junior Grade, as being, on the whole, satisfactory.

The knowledge shown of the Sketch Book is good, considering that the book is not an easy one for young boys; but with respect to question 1—"What subjects of meditation does Irving say are suggested on a sea voyage by (1) a distant sail, (2) a drifting object, (3) a fine day?" a considerable number of students drew largely on their imagination for the answer.

We were glad to notice a great improvement in the attention paid to Irish History. The answering in it was excellent and quite up to the standard of the other subjects.

The students appear to be better made up in History than in Geography, but the question,—"Sketch the career of Lady Jane Grey"—had, in many instances, but poor justies done to it.

As to Geography, question 13 was, in the majority of instances, not answered at all, and, at the best, was most ineffectually dealt with. The question is—"Into what systems, as regards watersheds, may the rivers of Europe be divided? Name the principal rivers in each system."

The Handwriting, Spelling, use of Capitals, Punctuation, clearness and correctness of Diction are satisfactory, indicating an improvement on former years.

#### JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of R. J. SEMPLE, M.A.

The general answering of the Girls in this Grade evinced careful preparation, and in some cases considerable aptitude. The prescribed text-book was studied with great attention, and most of the pupils gave satisfactory answers to the questions set, but in a number of cases a general description was given where more detail was expressly required.

The questions on History were on the whole as well answered as those on the same subject last year; but very frequently the answers were not sufficiently detailed; for instance, when asked to sketch the career of Lady Jane Grey, a great number of students contented themselves by saying "she married Lord Guildford Dudley, reigned 9 days and was beheaded." Such a meagre outline might have been filled up correctly if the teacher had explained the proper method of answering such questions.

The questions on Irish History were more satisfactorily answered than last year, and considerable improvement seems to have taken place in the importance assigned to this subject in the different schools.

Geography was undoubtedly the weakest subject of the majority of the pupils. Very few tried to answer all the questions, and frequently the attempt served but to display their entire ignorance of all geography. The grosser blunders would be obviated by teaching from atlas or map, and accuracy would be secured by an occasional examination.

There was a very sensible improvement in the spelling of the pupils as compared with last year, and as a rule there has been a stricter adherence to the precise terms of the questions. The answers were more to the point, and not so frequently marred by flippancy and diffuseness as in the same Grade on the previous year.

#### PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Report of JOHN COOKE, M.A., P. W. JOYCE, LL.D., and  
Rev. J. PATERSON SMYTH, LL.D.

Our subjects were English Composition, English Grammar, and one poetical Text—The Lady of the Lake, Cantos I. and V.

Considering the ages of the students, an examiner cannot help feeling pleased with their general intelligence, and with the evident indications of careful school training. We were especially pleased with the knowledge of simple Grammar they displayed. One comprehensive question, containing ten heads, had very high marks allotted to it. On this question a large proportion of the boys gained the full number of marks, and very few fell below sixty per cent. We should find it easy

to occupy the whole space at our disposal enlarging on the merits of the good exercises; but it will be more useful to point out the faults of the minority than to dwell on the excellencies of the majority. No errors are noticed here except those that were more or less general.

**COMPOSITION.**—Taken as a whole the Composition exercises of this year are certainly better than those of previous years: they show more evidences of preparation. There are always some candidates who seem to make little or no preparation in this subject; who come up for examination not able to write legibly, or spell or punctuate with any decent approach to correctness; who are unable to form sentences, or express themselves in even moderately correct language. These are probably students who come up on their own account; for it seems inconceivable that any teacher would send them forward. Such illiterates are much fewer this year than last. But the general proficiency in English Composition is still very low—much lower than in most other subjects of the programme, though it is the most important of all. Punctuation is still very bad. Many use full stops with regular capitals following, where a sentence does not end at all, and where a mere comma should be used. Others almost seem as if physically incapable of making a full stop, for they invariably finish off by putting on a tail—converting it into a comma.

**INTELLIGENCE IN SUBJECT MATTER OF TEXT.**—In one particular question the candidates were asked to explain in their own words the meaning of four simple passages selected from “The Lady of the Lake.” Their answers show quite clearly that they do not take sufficient pains to understand the text. Many obviously think that if they commit it accurately to memory that is quite enough. In answering our question many seized on some expression that did not require explanation at all, leaving the real difficulty untouched. Their remarkable deficiency in this vitally important part of their programme will be best illustrated by a few examples.

In the Fifth Canto of the “Lady of the Lake,” Fitz-James and his companions are galloping towards Stirling, sweeping swiftly past various places. This couplet was given for explanation:

“They mark just glance and disappear  
The lofty brow of ancient Kier.”

Here the only difficulty lies in the words *glance* and *disappear*: who or what glanced and disappeared? But this is just what the majority of the candidates were not made to understand. A great many fought shy of the real point; and of those who attempted to go to the heart of the matter, by far the greatest number explained it in this sense:—“they saw the brow of ancient Kier, glanced at it, and then disappeared.” Not more than about one in fifty correctly explained the couplet as meaning that the riders marked the brow of ancient Kier just glancing and disappearing.

Ellen, the “Lady of the Lake,” speaking of her absent father, says:—

“My sire’s tall form might grace the part  
Of Ferragus or Aschbart.”

(Here all the editions explain in a note that Ferragus and Aschbart were two giants). A considerable number of candidates explained the first four words as meaning “my horse’s tall form.”

In the description of the archery contest in the Sports at Stirling, is the following couplet:—

“But chief, beside the butts, there stand  
Beld Robin Hood and all his band.”



A great many—probably one-third—of the candidates understood that the real Robin Hood, with Little John, Friar Tuck, &c.—all dead for four centuries—were present at Stirling.

FitzJames, when his horse falls dead at the close of the chase, says:

"I little thought when first thy rein  
I slacked upon the banks of Seine." &c.

Here it came out that many candidates—though every page of the text rings with Scotland—thought that the chase took place, not beside the Teith, but on the banks of Seine near Paris.

**SPELLING.**—The spelling of the majority may be pronounced satisfactory. But there is a considerable minority—say twenty per cent.—whose spelling is very bad. It so happened that all the candidates had to write the words *sadder* and *icorn*, and about one half wrote *sader* and *woren*. The misspells shown in the following sentences were common. "Ferragus was a joint forty foot high." "Ferragus and Ascabart were two jints." "Pagod is an *ills* house," "a temple for *idles*." "*Naid* for *naiad*) is a water *godessa*." "Glaive is a kind of *soard*."

There is a considerable tendency to answer more than is asked; which not unfrequently leads the answerer to miss the real point. They are asked to give the meaning of *recrunt*, and several reply:—"Recrunt from Latin *recredo* I give up my belief," which is no answer at all. Many still parse all the words (about 50), instead of the ten italicised words they are asked to parse. When a question requires just four lines of the text to answer it, an examiner is almost pained to find a candidate filling three pages of his book with quotation wholly irrelevant and useless. Generally the only penalty for this is loss of time; but sometimes, from the nature of the question, the redundancy becomes a downright error, and then there is loss of marks.

#### PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

##### Report of C. F. BASTABLE, LL.D.

In this grade the answering was, on the whole, quite up to last year's standard, and showed that a large number of the candidates had been carefully prepared.

The compositions were, I think, somewhat poorer; the really good essays were fewer, and there was no compensating improvement in the ordinary compositions, which were of the usual character.

On the other hand the answering in Grammar was much higher; low marks in this part of the examination being exceptional. Several candidates obtained 100 per cent., and many missed only one or two points.

The prescribed portion of Scott had been made up carefully by most candidates, in many instances evidently learned by heart.

This method, however, has its disadvantages. Some candidates wrote out twenty lines where only two were required, or by giving too much showed that they did not catch the point of the particular question, and consequently lost marks. At least fifty explained the word "*dingle*" as meaning a "*bird*," misled by remembering the lines:—

"But still the dingle's hollow throat  
Prolonged the swelling bugle-note."

which occur in the text.

As the natural result the answering was weakest where intelligence alone was needed. Thus, very few answered Question 8 (d).\*

Finally I would particularly notice the numerous cases of bad spelling of words to be found in the text. A very large number—nearly one-half—sent in “breach;” a smaller proportion—but still far too many—preferred “yoild” to “yield,” while “dissappear” was not uncommon, though the correct spelling was given in the examination paper. A little training in dictation would save candidates from losing marks in this way.

#### PREPARATORY GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of Rev. JOHN B. M'BRIDE, B.A., ARCHIBALD J. NICOLLS, LL.B.,  
and Rev. DANIEL O'LOAN, D.D.

The answering of the questions on this paper was very good. The average totals are high, and the number of failures extremely small. This satisfactory condition of things arises from the answering of the questions in history and geography, for the questions on the text-book, though by no means difficult, were not at all well answered by a very large proportion of the boys. In this department we met with frequent evidence that the boys had been specially prepared on particular questions, which the teachers thought likely to be given. Now, this practice is in itself reasonable, no doubt, but, at the same time, the remainder of the text should not be neglected, as it must have been in the cases we have noticed; for in these cases the boys, instead of answering the questions asked, wrote out a very full answer to the questions they had been taught to expect. Many also failed to grasp the meaning of some questions. For instance, when asked to “mention the reasons which Irving gives for the statement that ‘there is something in the very season of the year that gives a charm to the festivity of Christmas!’” a large number, ignoring the obvious meaning of the question, mention a number of reasons which commend Christmas to their own peculiar tastes.

We have again to call attention to the slovenly manner in which some children are taught—not educated. They are not taught the meaning of simple and frequently occurring words. Thus, in reply to the question “Mention the House or Line to which each of the monarchs and each of their successors belonged?” One boy wrote, “All belong to the Royal Line, all being sons of their own successors.” This is by no means a solitary example, for it was not at all uncommon to find put down as the successor of a monarch, another monarch of the same name, but earlier in the order; as, for example, William I. was made to succeed William II., and Edward II. to succeed Edward III. “Edward II.,” a boy wrote, “succeeded his brother, Edward III.” This boy, with probably unconscious humour, put a note of interrogation after every statement he made.

The answering in political geography was decidedly good; and we report with satisfaction that due care seems to have been given by nearly all the pupils to the geography of Ireland.

On the other hand, there was abundant evidence that sufficient care had not been given to the teaching of physical geography. A large proportion of pupils made no attempt to answer the questions as to maps.

\* Give in your own words the meaning of:—

“They mark just glance and disappear

The lofty brow of ancient Kier.”

## JUNIOR, MIDDLE, AND SENIOR GRADES.—COMMERCIAL PAPER.

Report of C. F. BASTABLE, LL.D.

In the SENIOR GRADE the answering both in Geography and History may be described as "fair." There were few bad failures, but there were no papers of special merit. A good many of the answers were unnecessarily wordy, and seemed to indicate that the writers were in some doubt as to the points to be stated. Some students believed that the Bank of England was established in the 16th Century, and others deferred its creation to 1819!!

The copying manuscript did not show as well as I had expected. Very ordinary abbreviations were mistaken by nearly all the candidates, and the general sense of the extract not represented in the copy.

The MIDDLE GRADE was, taken all round, unsatisfactory. The questions in Geography were for the most part attempted with more or less success, but those in History were answered very badly indeed, and the style of the papers was decidedly poor. I was forcibly reminded of the mode of answering in the Junior Grade of last year, which had just the same defects.

The only redeeming feature was in the manuscript copying which was much better than in the other Grades.

I am glad to be able to report that there is a distinct and considerable improvement in the JUNIOR GRADE as compared with that of last year. About two-thirds of the candidates showed that they had tried to study the subjects, and had not gone in or been sent in—trusting to chance. The Geography in particular was very much better, and the History, though still defective, was not, save in a few instances, passed over completely.

The copying manuscript was somewhat improved, but not as much as might have reasonably been expected. Any word a little more illegible than the rest was either omitted or something that destroyed the meaning of the sentence substituted.

A review of the answering as a whole proves very plainly that it is quite feasible to impart an accurate knowledge of the leading features of Commercial History and Geography. But it also proves that this can only be done by systematic teaching. The pupil who has been crammed with a few disconnected facts about industrial inventions and commercial products cannot deal successfully with a properly constructed examination paper. A knowledge of the broad general facts in their proper connexion, and with due attention to their relative magnitude and importance, is absolutely essential, and with the numerous text-books now available, such knowledge could be supplied without any great expenditure of time.

## PRÉCIS.

## MIDDLE AND SENIOR GRADES.—BOYS AND GIRLS.

Report of R. DONOVAN, B.A.

A slight improvement was exhibited in this year's examination in Précis Writing. It was less marked, however, in the Middle Grade than in the Senior. In the former grade the good papers were a small, an almost insignificant minority, though they were of such a quality and in

such contrast with the defective papers, as to prove the educational value of the exercise when it is properly understood and practised. The Senior Grade papers were fair. There is still, however, in the minds of most of the candidates a considerable confusion as to the proper form of a précis. They fail to distinguish between a narrative based on the letters of a correspondence, and a description of the contents of the letters. Much more intelligence was displayed this year by the Senior Candidates, however, in discriminating between the important and the unimportant facts detailed in the correspondence submitted to them. The advance on last year's work, in this respect, was manifest.

## FRENCH.

## SENIOR GRADE.—BOYS.

## Report of FREDERIC SPENCER, M.A.

With the exception of the Over Age candidates, the work of this grade was generally satisfactory. The easier grammar questions were, on the whole, well answered, but much weakness was displayed in the answers to questions on word-formation, and on XVIIth Century Syntax. The passage set for translation from English into French was, no doubt, somewhat difficult, but, notwithstanding generous marking, the number of failures in this part of the paper was unduly large. The prepared and unprepared translation was very satisfactorily done by a large proportion of the candidates, and the number of failures on the whole paper was, relatively, very small. Many marks were lost by carelessness in the matter of accents. Several candidates too, as usually happens, seem to have exercised great ingenuity to avoid answering consecutively any two questions which stood next to one another on the printed paper. If such offenders realized the possibility of some of their answers being overlooked when they are thus written without reference to the order of questions, they would doubtless be more careful in this particular.

## SENIOR GRADE.—GIRLS.

## Report of FREDERIC SPENCER, M.A.

The remarks made as to the papers of the boys in this grade apply generally to those of the girls also. The general standard of attainment was very creditable, the weakest points being composition, syntax, and word-formation. On the whole paper the girls did rather better than the boys, but their papers were marked by very general failure to locate a line from one of the most famous passages of the prepared play of *Cornelle*.

## MIDDLE GRADE.—BOYS.

## Report of Professor ALBERT BARRÈRE.

The work in grammar was very satisfactory, showing a sound knowledge of verbs. The second portion of question 5, however, "Under what circumstances is the *c* of *vaincre* replaced by the combination *qu* ?

How far is this change necessary for correct representation of pronunciation?" was not understood by many, whilst the majority dealt with it in a careless and thoughtless manner.

The colloquial phrases of "composition" proved a failure in most cases, a correct rendering of (b) "write a fair copy of your translation" not being given by a single candidate, though the phrase should be current in any French class. The same remark may well apply to question (c) "you take too much trouble."

The composition test evinced an extensive vocabulary, but the construction was generally inaccurate, the results having been often a mere jumble of words. Singular verbs, or even infinitives, were used in many cases with plural nouns; the article was frequently represented by *à le, de le, de les*, etc., and the spelling was faulty. With a view of rectifying these deficiencies, I should recommend constant practice in dictation, and the retranslation of an easy French passage thoroughly prepared beforehand, then read out slowly in English by the tutor, and translated at once by the pupils, first orally then in writing.

The prepared translations and accompanying questions were very well done indeed, and showed careful preparation and a thorough acquaintance with the set books. The translations at sight were of equally good quality, though somewhat lacking in elegance.

#### MIDDLE GRADE.—GIRLS.

##### Report of Professor ALBERT BARRÈRE.

The grammar questions were very well answered, with the exception of number 5, bearing on "the necessity of replacing the *c* of *vaincre* under certain circumstances."

The colloquial part of the "composition" was decidedly poor. Hardly one candidate succeeded in translating correctly phrase (b): "write a fair copy of your translation." Composition proper was more accurate, the vocabulary being considerable, and the idiomatic portions fairly well rendered.

The prepared translations and translations at sight were very satisfactory, and many were remarkable on account of their finish and elegance.

References and questions to test the familiarity of students with the set books were not, as a rule, so well dealt with.

#### JUNIOR GRADE.—BOYS.

##### Report of JOHN W. BACON, M.A.; W. F. BUTLER, M.A.; and Rev. W. MOORE MORGAN, LL.D.

Of the six questions in French grammar three were correctly answered by a great majority of the candidates. These are the questions dealing with the plural and feminine of nouns and adjectives, the formation of adverbs, and the irregular verbs. Few candidates, however, gave the full answer to question 3—"Illustrate the different ways of expressing dimension in French, using as an instance the sentence 'this well is seventy feet deep'—the majority suggesting but one form. The first portion of question 4—"Give the meaning of the French words *rester, travailler, la journée, injurieux*; and the French words for *to rest, to travel, the journey, injurious*—proved a stumbling

block to seventy per cent. of the candidates, who apparently thought that the Examiners were supplying them with the answer in the question itself. The sixth question—"State and illustrate the difference between *de qui* and *dont*"—was only fully answered in four or five cases, the others, as in question 3, giving but one point of difference.

The composition was on the whole weak, and displayed a want of knowledge on the part of many candidates of even the most familiar French idioms.

The translation of the authors was in most cases accurate and complete, while about half the candidates gave a very fair rendering of the passage for translation at sight.

#### JUNIOR GRADE.—GIRLS.

##### Report of JAMES BOELLE, B.A.

Good as the results of the examination, viewed as a whole, were last year, they are even better this.

Absolute failures were very few, considering the large number of papers; fully half were *most creditable*, and a very large number *excellent*. The work reflects great credit upon both teachers and taught, and, at this stage of the knowledge of the language, is full of promise.

In the grammar, question 4 on the *homonyms* was a comparative failure. The number of candidates, even among the best, who failed to give the difference, for example, between *la tache* and *la tâche*, or to translate *injurieux* into English and *injurious* into French was astonishingly large. A knowledge of these *homonyms*, even at this stage, is, in my opinion, of the highest importance. Ignorance of them is the cause of a great deal of mis-translation and even misconception both in translation and composition. No. 5 question on the verb was remarkably well done throughout and showed that this important part of speech, the pivot in fact on which every sentence turns, was thoroughly looked after. In conclusion I should like to say that I don't think a better set of papers could have been submitted to any examiner, which is high praise. I should like to mention also that one candidate obtained *full marks* both in *composition* and *prepared books*, both being without a single blemish.

#### PREPARATORY GRADE.—BOYS.

##### Report of JOHN W. BACON, M.A., LYDIE DECOUDUN, and V. STEINBERGER, M.A.

The French Grammar questions in the Preparatory Grade was on the whole satisfactorily answered. The chief difficulty seemed to be the second part of question 4—"Conjugate negatively-interrogatively the pres. indic. of *se laver*"—which was correctly given by only twenty per cent. of the candidates.

The Composition displayed a marked improvement on last year's work. The standard of full marks was closely approached in several instances, whilst the majority of candidates scored relatively high marks.

The translation of the authors was fair, but was marred in many cases by slovenliness and neglect of the direction as to "word-for-word" translation.

The translation at sight was the weakest point, and it would be well if more attention were devoted to that part of the programme.

## PREPARATORY GRADE.—GIRLS.

Report of FREDERIC SPENCER, M.A.

The general character of the work was very satisfactory, and, with few exceptions, the neatness and legibility of the papers left nothing to be desired. Most candidates, too, followed in their answers the order of questions in the printed paper, in which particular it would be well for the boys in all grades to follow their example. A large number of candidates displayed great weakness in their answers to a question on the conjugation of verbs, many indeed failing to write out correctly the present indicative of the auxiliary verb *être*. Inaccuracy in the matter of accents was so very general as to suggest forcibly that many teachers fail to impress on their pupils that the difference between *e*, *é* and *è* corresponds to a real and important distinction of sounds. The English spelling of a large number of candidates was also very unsatisfactory, and simple words in common use were often so misspelt as to be almost unrecognisable apart from the context. The frequent introduction of Latin, German, and even Italian words into the renderings from English into French again suggested that many young students are burdened with a greater number of subjects than they are able to cope with adequately. Notwithstanding the most precise directions, many girls failed to understand what was required from them in the matter of word-for-word construing. That the teaching of French in some schools is of a perfunctory and far from stimulating type was demonstrated not only by the style of many translations into English, but by remarkably wide-spread ignorance as to the personal history of *Marie Antoinette*, who plays an important part in the narrative of the prepared book. Even the title of this book, which contains her name, was (spontaneously) translated with grotesque inaccuracy by many candidates.

## COMMERCIAL FRENCH.

JUNIOR, MIDDLE, AND SENIOR GRADES.

BOYS AND GIRLS.

Report of V. STEINBERGER, M.A.

The answering in Commercial French has been, especially in the Junior Grade, decidedly inferior. The great majority of candidates seem not to have prepared the subject, and had evidently only chanced it in order to increase the total of their marks. The number of failures is therefore great and honour marks are few.

Candidates presenting themselves in this subject ought to remember that these papers are set in order to test their knowledge of expressions used in commerce and industries, and that, without proper acquaintance with these terms, they cannot expect to obtain a certificate for proficiency in Commercial French.

The translation of the English passages into French was, with few exceptions, poor in all three grades.

The rendering of the continuous French passages was not much better on account of the scanty knowledge of French commercial terms.

To give an idea of the want of preparation, the following samples may suffice. In the Junior Grade the expression "*une facture soldée*" was frequently rendered by "a fractured soldier, a solid factory, a soda factory, a solved factor," and yet *facture* (invoice) is quite an elementary word in commerce. Other very usual words as *associe*, *remboursement*, *bilan*, *actionnaire*, found few translators in this grade.

The word "*kilo*" was translated by several candidates of the Senior Grade by "*Kilometro*." Many in this grade found it difficult to translate certain expressions into French because they did not understand the meaning of the English commercial terms.

The answering of the girls was in general superior to that of the boys and gave evidence of more careful preparation.

## GERMAN.

## ALL GRADES.—BOYS.

## Report of ALBERT M. SELSS, LL.D.

The examination of boys this year has led to favourable results, though, with the exception of the Junior Grade, these results were not as brilliant as in the case of the girls.

The failures were few, especially in the Senior and Middle Grades. In the two lower grades they were more numerous; and this is easily explained, and might almost be expected, from the nature of the German language, which is easy for slightly advanced students, and probably easier than other modern, and all ancient languages, while the first steps in it are hard. A beginner in German has to learn a new alphabet for reading; he has to acquire the German handwriting; he must become familiar with new rules for the order of words in a sentence, and he must learn how to decline adjectives and nouns with different terminations for each case, gender and number. Without a knowledge of all this a rudimentary acquaintance with German is impossible. As these difficulties are not met with in either English, French, or Italian, it is to be expected that in the first start German will prove a troublesome language to learn, and that the failures among beginners will be numerous. Subsequently the language becomes easier to all British-born students than any of the Romance languages. To this I attribute much of the ill-success of candidates in the Preparatory and Junior Stages.

I will not enter into special defects of the papers, except so far as to mention that the German modified vowels ä, ü and ü are still constantly ignored or passed over by the majority of candidates, and that the pronoun *ich*, or I, is consistently spelt with a capital in the first letter. Among the thousand candidates perhaps twenty wrote *ich* as it should be written; the rest wrote *Ich*.

The surprising fondness of stories observable in young persons was strongly brought home to my mind by the long and harrowing tales of Heinrich Von Eichenfels' escape from the cave of the robbers. Candidates, who knew little or no German, had read his story, or at all events could tell it, and I had to read it about five hundred times.

The ingenuity of some boys in guessing the meaning of hard words was amply displayed in one-half of the papers. Sometimes it became ludicrous. *Schlupfwinkel*, which means a lurking-place, they translated by a *periwinkle*, *oesterreichisch* or Austrian by *Eastern*; *ungarisch* or Hungarian by *underdone*, and General Tilly they thought was William Tell, or else a female commonly called Matilda.



## ALL GRADES.—GIRLS.

The palm for having given the best answer-papers in German decidedly belongs to the girls. It was a girl who was first in the Senior Grade; also in the Middle and Preparatory. Only in the Junior Grade the boys are decidedly leading.

The girls have one or two peculiarities not found in boys. One is that they rarely know a nominative from an accusative. In English, French and Italian this may make little difference, because the two cases are alike in form, except in pronouns. But in German the accusative has generally a different form from the nominative; and hence mistakes in confounding the two are very awkward. Another peculiarity of girls is their unnecessary lengthiness and misplaced care in answering questions. When asked for the first person of any tense, they generally give the first person plural along with the first person singular. In the third person they regularly add the feminine and neuter, though all that was expected was the masculine. They also often give two or three different answers to the same question, leaving the examiner to choose the best.

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 COMMERCIAL PAPERS.—SENIOR, MIDDLE, AND JUNIOR GRADES  
OF BOTH BOYS AND GIRLS.

The commercial answer-papers were not many—only twenty-seven—but they were good. There was no failure. The lowest mark awarded was 34 per cent. The best paper was written by a girl of the Senior Grade. Next to her came two boys of the same grade. As an examiner I can only express my wish that this useful department of the Intermediate Education course may become as popular as it deserves.

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 ITALIAN.

## SENIOR GRADE.—BOYS AND GIRLS.

Report of Rev. W. H. MURPHY, D.D.

In this grade a high level of excellence was reached by a large majority both of boys and girls; a small minority of each was exceedingly weak.

In Composition the superiority of boys over girls was maintained; indeed the composition of the girls, though creditable, was not good in proportion to their answering in other questions on the paper.

The manner of handling the questions in Grammar was very satisfactory, and evidenced careful and thorough teaching.

Unstinted praise may, generally speaking, be given to the translation both of prescribed and unseen passages. The former indeed, it was plain, were frequently done from memory, but on the other hand in the latter the ease and accuracy with which the meaning was seized, and the correct and sometimes graceful English in which it was exhibited, bear cheering evidence to the general cultivation in many cases attained to in the Intermediate Schools.

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 MIDDLE GRADE.—BOYS AND GIRLS.

Except in reference to the Grammar questions unreserved praise cannot be given to the answering whether of boys or of girls in this grade.

In one respect, indeed, the Middle Grade answer books were of special interest, in as much as they effectively challenged the superiority of

boys over girls in Composition. Nine girls obtained marks ranging from 68 to 89 per cent. of the total of marks assigned to Composition, while only four boys pass 68, and not one attains to 89 per cent. of the same total.

Notwithstanding however these high results obtained by a not inconsiderable number of students, the Composition in the main was inferior, and the translation both of prescribed and unseen passages was inferior, this inferiority being more marked in the girls than in the boys.

It seems hard to account for the unfamiliarity with the passages from the *Lombardi alla Prima Crociata* shown by a large number of students.

Little evidence appears in the answer-books of the knowledge of history and geography necessary for an intelligent reading of the text books. One easy question was set to test this knowledge, viz:—"Write short notes on *adda*, *Chiaramonte*, *I gioghi del Tauro*." Only comparatively few students even attempted an answer.

"Briefly describe the conception of the author as carried out in the *Notti Romane*, and his scope in writing the work." This question was designed to ascertain whether any general knowledge was possessed of the book, as distinct from the power to parse and construe its pages. To reply to the question one need not wander outside the text. Not even one student gave an answer which could at all be regarded as adequate.

#### JUNIOR GRADE.—BOYS AND GIRLS.

The answering of the Grammar questions in this Grade was somewhat disappointing. Question 4,\* which deals with a point that ought to be very familiar, was not attempted by many, and was treated fully by none.

The Composition, which required a knowledge of some simple idioms, was, in very many cases, surprisingly good. The boys, viewed as a whole, are still slightly superior to the girls in Composition.

#### PREPARATORY GRADE.—BOYS AND GIRLS.

The answering all round was very good,—more specially in the case of the boys. In Composition they quite distanced their girl competitors. In reference to this matter of the relative excellence of boys and girls in Composition, it is remarkable that the fact observed last year is repeated this year, viz., the superiority of the boys is marked in the Preparatory Grade, sinks almost to vanishing point in the Junior and Middle Grades, and reappears in decisive form in the Senior Grade.

A great advance appears in the translation at sight this year, notably in the work of the boys. It is a standing complaint that when students are asked to translate an unseen passage, they do not seem to realise that the passage when done into English should make sense. They give you a word for word version, but rarely an intelligible statement. This complaint applies, indeed to much of this year's work in all the Grades. But the answer books in the Preparatory Grade seem to show that special care has been bestowed on this point of the programme, and the results are full of promise.

Two easy questions were set to test the acquaintance of the students with geographical and historical allusions contained in the text. The

\* "4. Can *essere* and *avere* be used indiscriminately as auxiliary verbs? Illustrate your answer by examples."

answering was not satisfactory. Almost all the candidates correctly rendered the sentence in which occurs the phrase "*la breccia di Porta Pia*," but only the smallest fraction had any knowledge of the significant historical incident to which this phrase refers.

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COMMERCIAL.—SENIOR AND MIDDLE GRADES.—BOYS AND GIRLS.

There were in all but ten candidates.

The papers examined disclosed a most marked advance on the answering of last year. All the candidates got honour marks, and some of the papers were of conspicuous merit. Perhaps, however, it is not even yet sufficiently realised that a copious and readily available vocabulary of technical phrases should be the first acquisition of a student in this branch of Italian.

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SPANISH.

SENIOR, MIDDLE, AND JUNIOR GRADES.—BOYS AND GIRLS.

Report of V. STEINBERGER, M.A.

The candidates who presented themselves for examination in Spanish showed a fair knowledge in Grammar. The defects are the same as pointed out in my former reports—weakness in the composition and translation of Spanish into English. These defects point evidently to the fact that only a short time has been devoted to the study of this language.

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CELTIC.

BOYS—ALL GRADES. GIRLS—PREPARATORY AND JUNIOR GRADES.

Reports of T. J. FLANNERY.

PREPARATORY GRADE.—BOYS.

The answering in this Grade was generally good, and the results must be considered very satisfactory—more than three-fourths of all the candidates having passed, and nearly two-thirds of the passes being in honours.

Both the composition and the parsing showed a great improvement on those of last year. If some of the candidates occasionally piece out their Celtic sentences with a word which is not Celtic, it is perhaps hardly to be wondered at, so long as the students are just then with varied learning. For instance "*Tá leabhar *neuf* agam*" was given more than once as the Irish for "I have a new book;" so also "*That music is very sweet*," was rendered "*Tá'n ceol sin tréa milla*." While the candidates may have thought there was little difference between *Gaelic* and *Gaelic*, they should be told that such mixture offends against purity of style, especially as there is no occasion for such borrowing—from French, English, or other language.

The translation at sight was done with very fair success—more than a half of the whole number scoring over 25 per cent. of the total marks; the fact that the piece was verse instead of prose, apparently making little difference, as its style was simple. The grammar questions showed

the weakest answering. The error of writing "cnoc nios áirde" for cnoc as áirde (a higher hill) was very general—though the students are not so much to blame for it as some of the current grammars, which deal too exclusively with mere inflections, and too little with phrases and constructions.

# JUNIOR GRADE.—BOYS.

The results in the Junior Grade are, as might be expected, still more satisfactory than those in the Preparatory Grade. Of 270 boys, only 29 failed, the great bulk of the passes moreover being in honours.

The pieces from the prescribed authors were generally well handled, though a few students shirked the word-for-word translation. The translation at sight was in most cases extremely well done—many of the candidates scoring the maximum number of marks. The composition showed a great improvement on that of last year—giving much more evidence of the practice of writing and constructing Irish sentences. For the "imperfect" tense of *buailim* (I strike), many gave the perfect or past,—gave *do bhuaileas* instead of *do bhuaílín*. But this mistake should not have been made, as the name "imperfect" is generally recognised in Irish grammars, and the tense corresponds—partly at least—to that which bears this name in Latin, French, and other languages. *Past-habitual* would perhaps be a better name for the Irish imperfect.

The penmanship in both the lower Grades was remarkably good—in many cases beautiful. As long as this does not distract from more useful accomplishments it is of course to be commended. In a few cases, however, there was fine penmanship, but little knowledge—this is to be condemned. Very few instances occurred of candidates who wrote each letter separately—those who went to such unnecessary labour paying for it heavily, in finding at the end that they had not answered half the questions.

# MIDDLE GRADE.—BOYS.

In this Grade the numbers presented were higher than those of last year—58 as against 45; it was the only Grade, however, in which this was the case. All but five of them passed, no less than forty taking honours.

Among the questions well answered were the Composition and the translation of the Irish phrases. The Analysis question, though fairly stiff, was in many cases correctly answered, and it was pleasant to see that a larger proportion of candidates attempted the question than was the case last year. *Detailed* analysis is too much like parsing to be a good practical exercise—a *broad, general* analysis of a passage into its sentences, stating the nature of each, and its relation to the others, being not only sufficient but really forming a better exercise.

It would tend to a more exact understanding of the subject if teachers in speaking of the *degrees of comparison* in Irish would adopt the practice of calling *uaise* (e.g.) 'comparative and superlative' of *uasal*—just as in nouns *féar* (a man) is now nominative and accusative; and if they would point out that *uaise*—alone and unaccompanied by any particle or 'sign'—is the real comparative (and superlative) degree. Whether *is* or *as* or *ní as* (*nías*) or *ba*—or whether none of these words should accompany the form, as in questions and negations—is altogether a matter of syntax, and has nothing to do with the expression of the comparative degree as such. It is a great mistake to consider *is* or *as*

or *nios* or anything else a mere 'sign' of a degree, or in any way corresponding to *plus* in French, or *magis* in Latin. But most of the current Irish grammars are very misleading on this point.

#### SENIOR GRADE.—BOYS.

The answering of the Senior Grade students in this subject was this year far above the average, and some of the papers were excellent. Of the 16 candidates who presented themselves, 15 got into the honours division, only 1 getting a bare pass. There was no failure.

The set pieces were, as usual, well answered, and so was the question (9) giving sentences for translation from the "Irish Phrase Book." The questions on Joyce's "Names of Places" were more accurately answered than usual. The grammar questions in general were fairly well done, including the analysis and parsing. With regard to parsing, it might be well to consider if the exercise in the two upper Grades should not be required to be done *altogether* in Irish. It would require, of course, a knowledge of Irish grammatical terms—a subject, however, neglected in the later Irish grammars; in any case, a year's notice of any such change would be advisable.

The composition in many cases was really very good. But it may be questioned if in the Middle and Senior Grades something more of the nature of *original* composition, than that which now bears the name, should not be required. A short letter, for instance, a short story, a bit of description, an historical incident, a biographical sketch, or such like, would be far more interesting to the students, and would be a better test of knowledge. Candidates would have to be limited as to the number of lines. But in this, as in the case above mentioned, ample notice should be given.

Whilst the answering generally in the upper Grades has been satisfactory and solid, one would like to see some dawnings of the light of *philology* amongst the students. In most of our Irish schools and colleges, every phenomenon of language appears still to be explained by the principle of *euphony*. Yet we might fairly expect youths who are learning two or three languages besides English to have some notion of what philology is, and some intelligent idea of the relationship and analogies of the languages they are learning.

#### PREPARATORY AND JUNIOR GRADES—GIRLS.

There were no special papers in Celtic for girls this year—the same questions having been set to girls and boys. The number of girls was slightly in excess of those in 1895—*eight* as against *five*. Three of the eight presented themselves in the Preparatory Grade, the rest in the Junior. There was no girl candidate in either of the upper Grades. All passed successfully, six of them in honours—proving this year again that in this subject they are not inferior to the boys presented in the same Grades.

Whilst noting the slight increase in the number of girls who presented themselves for examination in Irish this year, two things in connection with this matter still remain a mystery to the examiner: (1) the absence of any girl student in the upper Grades, and (2) the strange discrepancy and disproportion between the number of boys who take "Celtic" and the number of girls. When between 600 and 700 boys compete for prizes and honours in Irish and only *eight* girls, the only inference one can draw is that parents in Ireland do not wish their daughters to be as Irish—or as intelligent—as their sons. But it is rather hard on the daughters of Ireland,

## DOMESTIC ECONOMY.

SENIOR GRADE.—GIRLS ONLY.

Report of ELIZABETH MOORE.

There was one very noticeable improvement in the papers this year, i.e., the answers were more concise than in 1895; there is still, however, room for improvement in this respect. Candidates ought to understand that by making the answers longer than is necessary they do not improve them, and when they do not know the answer to a question it is useless to vouchsafe information on some other topic.

I should recommend candidates to study more carefully "The Laws of Health," and to make up the various points in their text-books more accurately, so that their answers may be less vague than they were in some cases this year.

I should warn candidates against learning off definitions without first getting to understand their meaning.

## MIDDLE GRADE.

Report of FANNIE GALLAHER.

The Middle Grade answering this year was, on the whole, promising, and suggested a satisfactory movement onward from the Junior Grade level. Intelligent candidates had little difficulty in giving an assurance of their knowledge of the subject, and some of the answers testified to their capacity to become efficient home-governors in the natural course of time.

It is rather strange that a greater number failed in instructing a servant how to make pastry than in describing how house-drains should be laid, and noxious gases prevented from returning to the house—a fact which clearly points to the necessity of the teacher laying as much stress on the practical as on the theoretical side of the study. It would seem, indeed, that many of the competitors had over-prepared themselves, and were, therefore, less able to attack the simple questions than those which required grave consideration. For instance, there were many who could ventilate a room on scientific principles to perfection, and yet collapsed in presence of the request to tell how green peas should be cooked.

The usual temptation to play with the paper was irresistible occasionally, and candidates who knew what they were about gave answers both serious and comic to several questions. This, no doubt, relieved their feelings, but examiners, as a rule, require only the former, and are apt to resent the loss of time resulting from the latter. On this account it would be no harm if heads of schools impressed on their pupils the desirability of leaving their humour outside of the examination hall, or of confining their attention to a rational display of knowledge calculated to raise the credit of their school in the judgment of the public, and their own individual credit in the judgment of their school.

That the great majority of the girls were conscientiously taught, no one reading the answer-books could for one moment honestly doubt, for there was plenty of proof in every direction. But many of them have yet to learn that it does not need a wheel to break a butterfly's wing, and that simplicity, conciseness, clearness, and, of course above all, accuracy, have much greater value in the long run than heights of fancy, depths of argument, and a stretch of detail, which combine to destroy all sense of proportion in the answers, and to produce a strained relation between the juxtaposed minds of examiner and candidate.

## JUNIOR GRADE.—GIRLS ONLY.

Report of FANNIE GALLAHER AND ELIZABETH MOORE.

The main point to be noticed in the general character of this year's answers, is that a wholesome development of consciousness of ignorance is retarded by an unwholesome determination to conceal it. Time was when a young candidate freely allowed her examination-paper to reflect her inmost mind on its subject; but now she has learnt the defensive art of producing clouds and mists, and, as a consequence, the examiner has to find out the substance of her knowledge in a heap of more or less irrelevant details. We think if written examinations were more of an every day occurrence in schools, teachers would have a better opportunity of pointing out to their pupils that an examiner's nerves and patience are worthy of consideration, and of impressing upon them how useless it is to give unsought-for information. The anxiety to answer correctly shows unpleasant symptoms of an inclination to reduce itself to the low level of an anxiety to make marks.

In regard to the special character of the answers, we found that those bearing on practical household matters were least satisfactory, and that home-instruction bore witness to an amount of neglect which could not, in any form, be laid to the charge of school-education. Bright girls proved easily that they were taught the laws of health and the theories of domestic common sense quite intelligently out of their text-books; yet many of these same girls had to invent their methods of cooking eggs, and to gaze into the ideal concerning the making of bread. As for the dull girls, very few of them failed to give evidence (by means of the residue of knowledge they offered as answers) that the main facts of the course had passed through their brains within a recent date.

If we might make a couple of suggestions—one would be to the teachers that they should instruct their pupils how to express themselves more clearly and distinctly, basing their answers on reason even in the simplest matters, and allowing practical illustrations to have full weight in the formation of their judgment; and the second would be to the students—to study their Domestic Economy in a more serious and student-like fashion, less as a subject about which every girl is bound to know something, and more as a subject which forms an excellent stepping-stone to many others, and which, common-place though it may be, will stand their friend in every path of life.

## PLANE TRIGONOMETRY.

## SENIOR GRADE.—BOYS.

Report of FRANCIS A. TARBLETON, LL.D., SC.D.

The answering in Trigonometry by the boys of the Senior Grade showed in many cases great intelligence in the answerer, as well as good training on the part of his teacher.

The former of these characteristics was most plainly exhibited in the case of questions in which it was necessary to ascertain the relevancy to the original question of the solutions furnished by the algebraical processes employed, or to give the utmost possible generality to the results obtained in the first instance.

On the other hand it was plain that not a few boys had been taught more than they were able to assimilate, or that they were trying to make use of processes whose import they did not understand.

Some had even failed to grasp the meaning of the symbols and the notation which they employed, and showed great want of wisdom in presenting themselves for examination in a subject of which, as they should have been well aware, they had no real knowledge whatever.

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#### SENIOR GRADE—GIRLS.

Report of HENRY C. M'WEENEY, M.A.

The answering, though good in a few cases, was on the whole indifferent. There was a general disposition to ignore angles other than those lying between  $0^\circ$  and  $180^\circ$ . The majority of the candidates did not appear to have had much experience in elimination. The questions answered with most success were those on the properties and solution of triangles.

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#### ALGEBRA AND ARITHMETIC.

##### SENIOR GRADE.—BOYS.

Report of A. W. PANTON, M.A., SC.D.

The answering of the boys of the prescribed age in Algebra and Arithmetic was highly satisfactory. Nearly one-third of those examined obtained Honours, and among them are many skilled algebraists, whose work affords evidence of careful preparation and sound teaching. Although comparatively few reached the standard of 75 per cent., and no candidate obtained the full total, this appears to be due to the length of the paper rather than to its difficulty; and to the, probably, unusual character of one or two of the questions in Arithmetic. Several boys who scored nearly full marks in Algebra lost more than half the 200 marks attainable in Arithmetic. Not more than one or two boys secured full marks for the first part of the first question, which required a proof of the possibility of reducing vulgar fractions to decimals either terminating or recurring. With reference to the fifth question, in which the solution of a quadratic equation with literal coefficients was required, it may be well to state that no credit was given for an answer presenting the value of the unknown in a formula involving an unextracted square root; and full credit was given to those who obtained one root (unity) by inspection, and who inferred the remaining root by the aid of the theory of the quadratic.

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##### SENIOR GRADE.—GIRLS,

Report of PATRICK KELLY.

##### GIRLS OF THE PRESCRIBED AGE.

The answering of this Grade was in general fairly satisfactory, and in particular instances, highly creditable. Even some of the unsuccessful candidates solved certain questions in such a masterly manner that the Examiner regretted to find that they had not obtained the



minimum of marks entitling them to a pass. The answering was weakest in the theoretical part of Arithmetic, Binomial Theorem, and Elimination. The questions in Quadratic Equations of one and two unknown quantities and problems producing them, in Arithmetical and Geometrical Progressions, and in the non-theoretical part of Arithmetic were dealt with in a manner which showed that the majority of the girls had been very carefully prepared in these divisions of the Programme.

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#### GIRLS—OVER-AGE.

The candidates were very few in number and utterly unprepared.

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### EUCLID.

#### SENIOR GRADE.—BOYS.

Report of ARTHUR E. LYSTER, M.A.

The propositions on the Senior Grade Euclid paper were in general well answered. The knowledge of the Sixth Book of Euclid was especially satisfactory. The deductions were not so well done, though that none of them were too difficult was shown by the fact that all of them were answered, in some cases with considerable elegance.

Euclid's definition of equality of ratios was in general well given, though some of the students confounded the sub-duplicate with the duplicate ratio of two lines by constructing a mean proportional when a third proportional to two lines was required. Some Students failed in their definition of "similar figures" by putting "reciprocally proportional" where the word "proportional" was required.

The figures were in some cases very badly drawn, but as a rule the neatness of the drawing and the correctness of the work was worthy of high commendation.

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#### SENIOR GRADE.—GIRLS.

Report of CHARLES SMITH, M.A.

The answering of the Senior Grade girls was much better, on the whole, than last year, especially in the problems, correct solutions of which were sent in by several students.

Question 2 (Euclid II., 10) was answered by nearly all the candidates. Most of them supplied Euclid's proof, but others sent in solutions in which geometrical and algebraic methods were mixed in varying proportions.

In the fifth question the definition of the equality of two ratios was correctly given by most of the candidates, but in the proposition appended (Euclid VI., 11) expressed in words differing from the enunciation as usually given in the text-books a great variety of answering was shown. Some wrote out the proof of a different proposition, a good many gave the correct one without showing the connection between the question as worded and the solution they supplied, while only a few gave the reasoning complete.

The first problem, which was an exercise on the figure of Euclid I., 47, was attempted by many but solved by very few. Wherever the construction of the figure is supplied an attempt at a solution is usually made by many candidates who leave untouched questions in which the lines to be drawn must be thought out by themselves.

Solutions of the remaining problems were supplied by several of the candidates, and were often neatly and accurately worked out. The answering in this part of the work showed a marked advance on the corresponding portion for last year.

#### MIDDLE GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of E. J. HUGHES DOWLING, B.A.

The answering in this examination was highly creditable, not alone for the knowledge of the propositions, but also from the number who made successful attempts at one or more of the deductions.

The principal faults to be found were the fact that more than fifty per cent. of the pupils failed to define parallel right lines correctly, and that many pupils made a poor attempt at answering the second part of III., 16. This proposition was given on the paper in the indirect form, which is not the usual one adopted at present, with the result those pupils who were not quite clear in their ideas about the indirect method of proof got quite confused and wrote things illogical and unscientific. It would be well if pupils were asked to *write out* all the propositions of Book III. depending on the indirect method of proof, as in this way the errors they commit in them would be more clearly seen and could be more vividly impressed on their memory.

This was the first year Book VI. was prescribed, and the answering was generally good. Many pupils would have done better if they knew what were the legitimate transformations of a proportion. For example I often got this. Since  $a:b::b:c$   $\therefore a=c$ ; and again, since  $a:b::c:d$ ,  $\therefore$  by *alternando*  $a:d::c:b$ . This points to the fact that memory still plays a large part in the learning of Euclid.

"Duplicate ratio" was generally rightly defined, but some pupils adopted the illogical method of defining it in one way and using quite a different one in the proof of VI., 19.

As regards the methods of answering the principal fault was excessive abbreviation. Many pupils in answering VI., 16, omitted to say the lines were *reciprocally* proportional as if the whole proof did not turn on this word.

#### MIDDLE GRADE.—BOYS—OVER-AGE.

Report of ROBERT W. GRIFFIN, M.A., LL.D.

The answering in Euclid of a few of the over-age Middle Grade boys was very good. A small number only attempted the deductions. Many failed altogether, and the answering on the whole was unsatisfactory.

#### MIDDLE GRADE.—GIRLS.

Report of ROBERT W. GRIFFIN, M.A., LL.D.

In the Middle Grade girls only one answered really well. Some obtained honour marks and many passed by having been crammed. The

omission of some important step in the demonstration or the random use of the terms "therefore," "but," "because," "and," showed that the majority did not carry on a connected chain of reasoning. Few of the candidates appeared to have been instructed in the method of writing out the demonstrations.

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#### JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of E. J. HUGHES DOWLING, B.A., JOHN ENGLAND, M.A., D.SC.,  
REV. THOMAS R. POWER, and CHARLES SMITH, M.A.

The answering of the Junior Grade boys was on the whole good and accurate.

The questions on the first and second books of Euclid were worked out correctly by nearly all the candidates, but the answering in many instances was of such a mechanical nature as to suggest that the solutions had been learned by heart without a proper comprehension of the principles of geometry. Question 5 (Euclid II. 11) was in almost all cases correctly done, even by many who did nothing else on the paper, and in this respect was a great contrast to the solutions sent in for the next question (Euclid III. 10). The figure in the latter proposition was in general correctly drawn, but the reasoning was sadly misunderstood in very many cases. Propositions of this kind in which the student must reason about points and lines which he cannot accurately draw on paper and where the order is essential, are a much better test of careful teaching and the student's capacity than those which, as Euclid II. 11, are little more than an effort of memory.

A considerable number of students tried several questions without succeeding in doing any correctly. Frequently portions of correct proofs were sent in accompanied by such hopeless attempts at the remainder that no credit could be given.

The problem to bisect a triangle by a straight line drawn from a given point on one of its sides was correctly solved by a large number of students. Many others who did not succeed in finishing it drew the correct figure from which we infer that they had seen the question before. We think it not unadvisable sometimes to set a well known question such as this, for though the student's originality is less tested, it is well to allow encouragement to those teachers who do more with their pupils than the mere text of Euclid's elements.

The last problem, the solution of which depends on the fact that the angle in a given segment of a circle is of fixed magnitude was attempted by few students, but when attempted was generally done correctly. In most of the solutions the idea and word "locus" which we avoided in the setting of the question was correctly introduced and applied.

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#### JUNIOR GRADE.—BOYS.—OVER-AGE.

Report of WILLIAM BERGIN, M.A.

A large number of candidates answered well in the propositions.

The attempts to solve the deducibles were, with some exceptions, very unsatisfactory.

*Report of the Intermediate*

## JUNIOR GRADE.—GIRLS.

## Report of Rev. THOMAS POWER.

I am pleased with the girls' answering in Junior Grade Euclid. 265 girls have passed out of 370 who were examined, and almost half of those who passed have gained honour marks. In general, the work was done clearly and neatly, and with an intelligent grasp of its meaning.

In the over-age section of the Junior Grade 19 girls were examined in Euclid; 12 of these have passed the examination.

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## PREPARATORY GRADE.—BOYS.

Report of Rev. M. BARRETT, WILLIAM BERGIN, M.A., and  
ARTHUR E. LYSTER, M.A.

The answering, as far as the propositions were concerned, in the Preparatory Grade Euclid examination was very satisfactory, evincing excellent teaching and very careful preparation. The deductions were not so well done, most of the students seemed quite unable to attempt them. The diagrams were generally badly drawn, even when the work was very good. The use of the word gnomon seems to have perplexed many of the candidates. The candidates should attend more carefully to giving authority for their inferences.

In doing questions where rectangles are concerned it would conduce to a better understanding of the questions not to make the figures oblique angled. When a square, whose angles in cyclic order are A, B, C, D, is treated, it is better to avoid such an abbreviation as  $(AC)^2$  when the square AC is meant.

Students should notice that it is in general unnecessary to copy out the question from the examination papers. A frequent misuse of the symbol = was noticeable in the answers of some students.

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## PREPARATORY GRADE.—GIRLS.

## Report of WILLIAM BERGIN, M.A.

The answering was fairly satisfactory. Many of the candidates were well prepared in the propositions, but very few showed any capacity to solve the deducibles.

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## ALGEBRA.

## MIDDLE GRADE.—BOYS.

## Report of JOHN R. LEBODY, M.A., D.Sc.

## BOYS OF THE PRESCRIBED AGE.

The answering on the whole was very satisfactory, and the percentage of passes seemed to me above the average. Several candidates obtained full marks, and instances in which over seventy-five per cent.

was scored were frequent. In the case of a number of the better candidates, there was evidence both of distinct mathematical ability on the part of the pupil, and careful training on the part of the teacher. The teaching, however, in a good many schools must be very defective, as many candidates who secured a mere pass, could obviously have done much better if they had possessed any familiarity with neat and concise algebraic methods.

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#### BOYS—OVER-AGE.

A few of the candidates made excellent answering, one obtaining full marks. The answering, however, of the majority was very poor, and over fifty per cent. of those examined failed to pass.

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#### MIDDLE GRADE.—GIRLS.

Report of JOHN R. LEEBODY, M.A., D.Sc.

##### GIRLS OF THE PRESCRIBED AGE.

Several candidates made excellent answering, and two obtained full marks. The answering as a whole, however, was not equal to that of the boys of the same standing. Judging from the style of the work, I should say that while the subject is very well taught in a few schools, in the majority the teaching is not efficient.

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#### GIRLS—OVER-AGE.

The number of candidates was not large and the answering not good.

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#### JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of ROBERT W. GRIFFIN, M.A., LL.D., HENRY C. M'WEENEY, M.A.,  
and FRANCIS A. TARLETON, LL.D., SC.D.

From the answering in Algebra of the boys of the Junior Grade, it would appear that the power of carrying on algebraical calculations, even when of considerable complexity, is frequently acquired by those who do not understand the import of elementary processes, and who cannot apply Algebra in its simplest form to the solution of problems which might be presented in experience.

The question given on the comparatively complicated and rarely used process for finding the highest common factor of two expressions was answered by many boys who were unable to translate a simple problem of experience into algebraical language, and who did not understand what is meant by solving an equation, which they showed by presenting as the solution an expression for the unknown in terms of itself.

The power of carrying on in a mechanical manner a process of calculation is, in the case of Arithmetic, highly valuable, but in the case of Algebra it is almost, if not altogether, useless, unless accompanied by the higher power of intelligent application. It seems desirable, therefore, that teachers should lay more stress on the acquisition of an intelligent knowledge of Algebra, and an appreciation of the import of its processes. A considerable number of boys showed, however, that not only were they possessed of mechanical skill, but also that they fully understood the meaning and use of the processes of Algebra.

*Report of the Intermediate*

## JUNIOR GRADE.—BOYS.—OVER-AGE.

Report of JOHN R. LEEBODY, M.A., D.SC.

A few candidates answered very well indeed. As is usually the case, however, with over-age candidates, the answering of the majority was poor. The failures exceeded fifty per cent.

## JUNIOR GRADE.—GIRLS.

Report of GEORGE J. ALLMAN, LL.D., D.SC.

There were 560 candidates in the Junior Grade. Their answering was not satisfactory, on the whole, inasmuch as 284—i.e., over 50 per cent. of the total—failed to obtain pass marks.

The remaining 276 passed, and of these, the number who obtained honour marks—i.e., from 300 to 600—was 105. Of these 105 candidates, 25 obtained marks varying from 450 to 600, two of them answering all the questions on the paper.

The answering of some of the candidates in this Grade was good, and even excellent.

## PREPARATORY GRADE.—BOYS.

Report of PATRICK KELLY and A. W. PANTON, M.A., SC.D.

We regard the answering of the boys of the Preparatory Grade in Algebra as very satisfactory. A large proportion of those examined obtained honours, and the number of passes appears to be exceptionally high. Both in the accuracy of their work and the general style of their solutions, the candidates gave evidence of careful preparation and efficient teaching.

The questions in Multiplication and Division, as well as those in Highest Common Factor and Lowest Common Multiple, were correctly answered by a large majority of the candidates. The skill shown by many boys in simplifying expressions, and thus abridging their work, by the aid of factors, is worthy of praise.

We think it advisable to direct the attention of teachers to a very prevalent error, even of clever boys, in the reduction of fractions. A factor of the whole denominator is often struck out against the same factor occurring in a single term of the numerator. With this exception there is no general error of sufficient magnitude to call for special observation.

## PREPARATORY GRADE.—GIRLS.

Report of GEORGE J. ALLMAN, LL.D., D.SC.

The answering of the candidates in the Preparatory Grade, Girls—404 in number—was decidedly better than that in the Junior Grade, the number who failed to obtain pass marks being 150—i.e., less than 38 per cent. of the total as compared with over 50 per cent. in the Junior Grade. The remaining 254 candidates passed and, of these the number who obtained honour marks—i.e., from 300 to 600—was 135; of these 135 candidates 24 obtained marks varying from 450 to 600.

The proportion of those who obtained honour marks to the total number of candidates examined is over 33 per cent., and when compared with the number of candidates who obtained pass marks the proportion is 53 per cent.

I consider that the answering of girls in the Preparatory Grade was on the whole satisfactory, and that of some very good.

## ARITHMETIC.

## MIDDLE GRADE.—BOYS.

Report of REV. WILLIAM HUGHES, D.D.

I have examined the work in Arithmetic of 753 Middle Grade boys, 186 of these being "over age."

A few pupils did their task neatly, legibly and correctly, making use of good methods of solution, and giving the reason for their mode of working very lucidly: others—not very many—solved most of the questions rightly, but not in a way marked either by neatness or perspicuity. I regret to say that there are some instances of no attempt whatever being made to solve any question, and it must be admitted that the answering in a large number of cases did not rise above mediocrity. I have to observe, as I did last year, with reference to another Grade, that in many instances the proper number was not assigned to its question and in other cases it was a matter of difficulty to find out what was intended for the answer. On the other hand some of the pupils marked the result in blue or red, so that it caught the eye at once.

On the whole, the answering was not very satisfactory.

I cannot say from what cause this may arise, but I should be sorry to think that it was the result of looking in a disparaging way on Arithmetic, which Aeschylus says is the "Mother of the Arts."

## MIDDLE GRADE.—GIRLS.

Report of GEORGE R. O'CONNOR.

The answering in this paper was, I regret to say, far from satisfactory. The answering of a few of those who passed with honours was of a high character, but speaking generally there appears to exist very much need for improvement. Not only was there displayed an evident lack of knowledge of the principles involved, but the method of working out the questions was of a tedious and roundabout character which shows the necessity for a much more careful system of preparation. A prevailing characteristic, moreover, was the want of neatness and style, qualities the absence of which were particularly noticeable in questions the solutions of which were of a somewhat involved and complex character. Again in questions where an effort of the reasoning powers of the candidates was required, the results were not all that could be desired, for while a mere application of the ordinary principles governing a particular solution was made use of, the really crucial part, in which intelligence of thinking was necessary, was in very many

instances disregarded. The general result leads me very strongly to the conviction that the candidates are too much inclined to trust to the knowledge they have acquired in the earlier grades, and to consider as unnecessary any further serious effort of preparation.

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#### JUNIOR GRADE.—BOYS.

Report of S. FITZPATRICK, Ven. C. K. IRWIN, D.D., and  
GEORGE R. O'CONNOR.

The answering of the boys of the Junior Grade was much below what we expected, considering the very satisfactory progress in Arithmetic that has been going on for some years. As a rule the boys who enter on their junior year have had a really good preparation in this subject, and it only requires fair time and attention to be given to secure creditable marks at the end of the year. If teachers are disposed to trust largely to the knowledge that was sufficient for Preparatory Grade, then unsatisfactory results must follow.

Of 3,045 examined, the answering of 25 per cent. was very good, of 33 per cent. very fair, and of 42 per cent. very bad.

In Junior Grade as in the other grades there is always a great weakness shown when dealing with questions of theory. The teaching of circulating decimals is still very defective; the children are not trained to catch, almost by the eye alone, the simple fractional value of pure and mixed circulators. Very many had no conception of the difference between *linear* and *square* measure. In question No. 14, "Find the area of one surface of a solid cube which contains 1 foot 30-416743 inches, cubic measure," more than 30 per cent. of those who attempted it were satisfied when they had extracted the cube root, confounding the length of the side of the cube with the area of one surface. Very many failures were due to those defects, but the great majority arose from careless, inaccurate work, and from waste of time in attempting questions that were beyond them. Most of the boys attempted correctly six or seven questions; now if they had spent time in making the work correct, we should have had 10 or 15 per cent. more of passes than we had.

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#### JUNIOR GRADE.—GIRLS.

Report of Ven. C. K. IRWIN, D.D.

##### GIRLS OF THE PRESCRIBED AGE.

I regret to be obliged to report very unfavourably of the answering in this grade.

The style of the work was exceedingly slovenly, showing great carelessness on the part of the teachers. Even though a candidate may be unable to work out a question correctly, she may surely be taught to make her work tidy and neat. Of course there were some bright exceptions, some of the papers it was a real pleasure to examine, not only as regards the neatness of the work, but also as regards the intelligent grasp of the question and the accuracy of the details.

I observe that as a general rule questions involving thought were either hopelessly bungled or avoided altogether while such as were of a mere mechanical character, *e.g.*, extraction of roots, were more or less fairly worked.



There was an extraordinary consensus of error as to the meaning of the word "area" in the question which demands the area of one surface of a cube. In calculating the exact day on which a sum of money lent on a specified day would amount to a given sum, a remarkable ignorance was shown as to the number of days in each month.

#### GIRLS—OVER-AGE.

As regards the answering of over-age girls, the foregoing remarks apply to them likewise, although not to the same extent.

Their answering was on the whole rather better than that of the others, although none of them succeeded in obtaining 250 marks.

#### PREPARATORY GRADE.—BOYS.

Report of S. FITZPATRICK and Rev. W. L. HUGHES, D.D.

The answering in this grade was very satisfactory, and showed that up to this stage a very fair amount of time must have been given to this important subject, and that the teaching on the whole was good.

We examined 2,362 papers, and of these 45 per cent. obtained honours, while only 14 per cent. failed. This very creditable result would have been much better still were it not for the very frequent inaccuracy of work, which brought many down below honour marks. In Arithmetic accuracy must be insisted on.

The children of this grade are so young and inexperienced in examinations that teachers must see the necessity of giving them frequent instruction on form and method in answering. They should be told not to crowd four or five sums on one page, or have the answers hidden in the midst of the work. When a question consists of two or more parts requiring different answers, all should be grouped together, and not scattered through the "Answer Book." The number which they attach to their work should be the number given in the printed paper of questions, regardless of the order in which they are taken: if they take No. 5 to begin with, let (5) be attached and not (1) as so many of them do. By attention to these few points, examiners will be spared much trouble, and the children will certainly gain something.

#### PREPARATORY GRADE.—GIRLS.

Report of EDWARD T. O'BRIEN.

I have examined all the answers in the above, and as a large percentage (73 per cent.) was successful, the examination may be considered to have exhibited a satisfactory state of preparedness. Much of the work was very good indeed considering the age of the students, but I should have liked more neatness in the work in a good many instances, and there were the usual failures in questions requiring more thought than knowledge of rules. Indeed most of the students shirked such, and it would be well if teachers impressed on young students in arithmetic the necessity of thinking out propositions.

## BOOK-KEEPING.

## MIDDLE GRADE.—BOYS AND GIRLS.

## Report of EDWARD T. O'BRIEN.

The number who competed in this grade was small and, although as many passed as might have been expected, I regret to say the work generally did not exhibit sufficient acquaintance with the subject in its higher phases. Most of the students had a fair idea of the usual rules of debits and credits, and I was often able to give good marks in consequence, but those who knew how to treat partnership accounts or who could journalize correctly and bring out true results formed a very small portion indeed of the candidates. In fact the journal was not at all used to the extent intended—the closing entries, in particular, being seldom passed through it. With some very creditable exceptions, there were very few of those who competed who could have been relied on in actual business to deal with to the finish such transactions as in the sufficiently easy paper before them. A stricter course of study will be necessary for future students in this grade if they desire to master the subject thoroughly.

## JUNIOR GRADE.—BOYS AND GIRLS.

## Report of EDWARD T. O'BRIEN.

The answering in the above, both by boys and girls, attained a fairly respectable standard. The number of actual know-nothings was smaller than usual, and a good percentage of students passed—many reaching honour marks, a few even gaining the highest.

## NATURAL PHILOSOPHY,

## SENIOR GRADE.—BOYS AND GIRLS.

## Report of JOHN BURKE, B.A.

Unlike that in the Junior Grade, the answering in the Senior may, on the whole, be regarded as satisfactory. In many cases, however, it must be said that evidence of mere reading was quite manifest, and often the effects of cramming quite clear. The question on the monochord was answered correctly only by two, most of the candidates having contented themselves with writing down the formula they had tried to commit to memory and which in most cases was entirely wrong. A very common error was to suppose that the pitch of a note emitted by a stretched wire was inversely proportional to the square root of the tension, which indicated either want of thought on their part or want of familiarity with a simple experiment which might have impressed upon them the laws of transverse vibration of strings.

*Dispersion* was often said to be equivalent to *scattering* of light, and great weakness was shown in the answers to the part of the question which related to a direct-vision spectroscope. The one on duplex tele-

graphy was attempted only by a few. It cannot be too earnestly urged that, whilst bearing in mind the utmost importance of a thorough training in the methods of experiment from which the fundamental laws are derived, as an essential condition for the obtaining of a firm grasp of the principles of physical science, the applications of the subject to every-day life should be kept clearly in view. An important element in education is to get the student to take a lively interest in his work, and unless he can be made to realize its immediate value, and its bearing upon things that may directly concern him he will seldom give his serious attention to it. It is eminently desirable that the student should be encouraged to observe and propose questions to himself and to his teacher, and exercise his ingenuity with his elementary knowledge of science in general to the solution of such simple physical problems as may present themselves to his mind. One or two such questions if answered fully and discussed every week, will in a short time give him a certain intellectual grasp of his subject and power, both after as well as at the examination, far exceeding anything to be derived from mere book-work. The examination ought really to be a matter of secondary consideration when the subject is being learnt in an intelligent fashion, and teachers as well as examiners should be at one to regard anything like 'cramming' before an examination, not merely as injurious to the interests of education but as grievous an offence and unjust to those who adopt the right course as 'cribbing' at the examination itself.

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#### MIDDLE GRADE.—BOYS AND GIRLS.

##### Report of A. W. SCOTT, M.A.

I have examined the answer books of 151 boys in Natural Philosophy, Middle Grade. The work done was good; the portion of the paper on Acoustics was very well done in many instances. Some of the candidates appeared not only to have seen but to have performed the experiments they were describing, their results were given in language clear and to the point. The portion of the paper on Heat was satisfactory, but the first and last questions which required some knowledge of mechanics were not often attempted, and the numerical results obtained seldom correct. On the whole these young students have obtained a knowledge of scientific principles which will be of use to them and which indicates careful training on the part of their teachers. I also examined the papers of 4 girls in this grade, but the results are too few to enable me to form any opinion about the teaching of Natural Philosophy in girls' schools.

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#### JUNIOR GRADE.—BOYS AND GIRLS

##### Report of JOHN BURKE, B.A., and A. W. SCOTT, M.A.

The result cannot be considered quite satisfactory as will appear from the number of failures (over 50 per cent). The four questions in Hydrostatics were fairly well done; the description of a barometer and the experiment to prove Boyle's law were often very well answered; but this was not the case in the portion of the paper on Mechanics. Many of the candidates appeared to have learnt or "got up" certain questions,

and when others of a somewhat similar character appeared, they, without reading or considering the question proposed to them, sent up an answer which they had previously committed to memory. Thus in the first question, to describe experiments to illustrate two simple theorems in elementary statics, the first of which was obvious, many contented themselves with merely stating the theorems, and giving no experimental proof. Again in a question on the inclined plane to be solved by the principle of work, those who had learnt off by heart the relation between the power and the weight apparently did not read or consider the question, which was to test the student's knowledge of the principle of work, but sent up an answer deduced from the usual statical proof. Newton's second law of motion was correctly stated but an application of it in Attwood's Machine, although this instrument is specially mentioned in the course, was seldom attempted. We think that the teaching of elementary Mechanics is too much a matter of getting up work from books and that the introduction of a few simple experiments, which need not require expensive apparatus, would give more clearness and precision to the subject.

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## CHEMISTRY.

### JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

#### Report of RICHARD J. MOSS, F.C.S., F.I.C.

I pointed out last year that the answering in Chemistry exhibited one marked characteristic: questions which simply test memory were as a rule correctly answered whereas questions involving reasoning, based upon even the most elementary chemical knowledge, were rarely answered correctly. The same feature is conspicuous in this year's answering. When a question affords the opportunity candidates generally answer it in the very words of the text book but if the question requires an application of the fact so readily expressed the answer often conveys a most imperfect conception of the meaning of the words committed to memory.

Very few were able to state why it is that a given volume of a gas is supposed to contain the same number of molecules as the same volume of another gas under similar conditions of temperature and pressure. In many cases Avogadro was referred to as an authority on the subject, and a statement of the law associated with his name was given as an answer to the question, instead of describing the observations and experiments from which the law has been deduced. The apparently simple question—"How many volumes of nitrogen, and how many volumes of oxygen are contained in three volumes of nitrogen monoxide?"—was answered correctly by only eleven per cent. of those who attempted it. In most cases the volume corresponding to the atomic weight of an element was confounded with that corresponding to its molecular weight. A similar error was common in the answers to other questions dealing with the relationship of gaseous volume and molecular weight. In answering the question—"If a litre of hydrogen weighs 0.089 gramme at a temperature of 0° C. and a pressure of 760

millimetres of mercury, what is the weight of a litre of ozone at 0° C. and 190 millimetres pressure?"—Many candidates plunged at once into tedious calculations which a little thought would have shown to be unnecessary. The only calculation required was the multiplication of the fraction 0.089 by 6.

Questions on practical or applied Chemistry were rarely attempted, and when attempted the answers showed, as a rule, complete ignorance of experimental work. From the answers to the question—"Describe the appearance of iodine at ordinary temperatures, and state how it behaves when heated"—it is evident that very few had ever seen this important element, and fewer still had had the opportunity for observing the effect of heating it.

On the whole the results are disappointing. In a few isolated cases the answering was remarkably good and showed a real acquaintance with the subject, but in the majority of cases it is evident that the candidates knew nothing of Chemical Science, they have wasted their time committing portions of chemical books to memory.

## DRAWING.

### OBJECT DRAWING.

#### SENIOR GRADE.

Report of THOMAS M. LINDSAY.

#### BOYS.

The average merit of these papers shows a marked improvement, though the best of the drawings are not quite up to the high standard of last year.

There are fewer errors in perspective, and the shading is distinctly better. The lighter tones, however, are generally wanting in delicacy, the shades and shadows are too strong, and the reflexes are too noticeable.

#### GIRLS.

The general character of the work done is inferior this year to that of the boys.

Though the drawing is on the whole good, the shading in many instances is far too heavy, especially in those cases where stumping powder has been employed. Thus the top of the book is shown as dark as the side, which is in shade; and the white cup and saucer are represented as intensely black.

Several of the candidates, though expressly warned in the directions to omit the table top on which the group was placed, have drawn it, thus making the group itself absurdly small.

In some of the drawings the shading is produced by a system of regular lines, similar to those of a line engraving. The chief objections to this form of expression are that it is a slow process and that the pupils are apt to think more of the mechanical perfection of these lines than of the tones which they are employed to suggest.

Teachers would do well to point out the necessity of obtaining the proper relative value of the different tones.

## PERSPECTIVE AND PROJECTION OF SHADOWS, ETC.

## SENIOR GRADE.—BOYS AND GIRLS.

## Report of THOMAS SCULLY, B.E.

Both boys and girls show about the same degree of proficiency in these subjects, namely—a good all round knowledge of perspective and a very poor idea of shadows.

## FREEHAND.

## MIDDLE GRADE.—BOYS.

## Report of THOMAS M. LINDSAY.

This is an admirable set of drawings, a high proportion being remarkably good. Though the example to be copied was of considerable difficulty the setting out of the scheme, the filling in of the numerous details, as well as the care and precision shown in the lining-in, point to excellent training on the part of the teachers.

## MIDDLE GRADE.—GIRLS.

## Report of GEORGE M. ATKINSON.

I have pleasure in reporting that the exercises submitted to me for examination in the Middle Grade (girls), were in the majority of cases well executed and showed a good knowledge of method. The construction lines were accurately placed, the example being set to test the art education received as well as the executive abilities of the students. A large proportion got through the conventional form portion and a fair number finished the details of the exercise. The average lining in was good.

## PRACTICAL GEOMETRY.

## MIDDLE GRADE.—BOYS.

## Report of P. J. PRENDERGAST, A.M.I.C.E.

I regret to have to report that the answering of the Middle Grade boys in Practical Geometry was not satisfactory. Several of the candidates made no attempt whatever to answer the questions in descriptive geometry or the projections of solids. It would appear to me that candidates do not study these subjects, depending more on their freehand drawing for their marks, or that the teachers in a good many schools do not teach them.

## MIDDLE GRADE.—GIRLS.

## Report of THOMAS M. LINDSAY.

The general answering of questions is far from good, that of the "over-age" candidates is very unsatisfactory.

Some candidates appear not to have understood the difference between a prism and a pyramid, and, in many cases, there is no question number attached to the solution.

The working of the problems is too often slovenly and inaccurate, and there is an evident want of rudimentary training.

A large majority of the candidates have avoided altogether the more difficult problems, while few have made a serious attempt at dealing with the descriptive as well as the solid geometry.

In several instances where the prism in No. 5 question has been attempted the setting out of the isometric angles has no reference to any horizontal line.

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### FREEHAND.

#### JUNIOR GRADE.—BOYS.

##### Report of THOMAS M. LINDSAY.

The results of this examination are in every way satisfactory, alike creditable to the teaching and to the ability of the pupils.

The copy, which was specially designed to prevent any mechanical means being used and was a difficult test, seems to have been fully understood by the candidates.

Several of the drawings are beautiful examples of correctness and artistic feeling.

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#### JUNIOR GRADE.—GIRLS.

##### Report of THOMAS SCULLY, R.E.

Subject generally well treated; a great number of very good studies were sent in, in fact it was by no means easy to say which was better than another amongst the best examples. The all-round proficiency displayed in the execution of this study was sound and creditable.

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### PRACTICAL GEOMETRY.

#### JUNIOR GRADE.—BOYS.

##### Report of P. J. PRENDERGAST, A.M.I.C.E.

It is with great pleasure I have to report that the answering of the Junior Grade boys in Practical Geometry was exceedingly satisfactory, several of the candidates having obtained full marks.

If the note on the examination paper "No credit will be given for solutions which appear to be the result of experiment, or in which the construction lines are not clearly and neatly shown," were more strictly adhered to the percentage of the answering would be still higher.

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#### JUNIOR GRADE.—GIRLS.

##### Report of THOMAS SCULLY, R.E.

The answering in this paper was, for the plane geometry, very good all round; generally the knowledge was thorough, but the answering in solid geometry was very bad, comparatively few knowing anything about it.

Some of the students seem to think it necessary to give written descriptions of the process of working out the various problems, this is quite unnecessary and only means a great loss of time.

## FREEHAND.

## PREPARATORY GRADE.—BOYS.

## Report of GEORGE M. ATKINSON.

In most cases the exercises showed knowledge, proportion was the weak part, attention to the form of the top of the example was occasionally wanting, there was also evidence of correction. Sometimes the upright part of the exercise was drawn in an inclined position, a fault that ought to have been easily seen and corrected by the students themselves. However, on the whole, the work may be considered satisfactory.

## PREPARATORY GRADE.—GIRLS.

## Report of THOMAS SCULLY, B.E.

Little is to be said about this section beyond that the students' work shows a well-sustained mediocrity throughout, the very bad studies were few, and there were none worthy of full marks.

## MUSIC.

## JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY.

## Report of J. CHRISTOPHER MARKS, MUS.D.

In the Senior Grade, the answering on the whole was excellent, a great number of the candidates obtaining very high marks for most of the questions; however, in question 10, "Add to the following '*Canto Fermo*' soprano, alto, and bass parts, in counterpoint of the first species," the answering was rather poor; and in question 4, "Figure the bass, give the roots, and write the resolution of the following chords," the roots and resolutions were not satisfactory, and, as a rule, the candidates neglected to put in the necessary accidentals. Whether this was an oversight or not I am not prepared to say, but it would be better in future if the candidates would be more careful to place the necessary sharps, flats, or naturals, before all notes requiring them.

In the Middle Grade, the answering was also good, the harmony papers being very well done; but in question 3, "Figure and resolve the following chords," and question 4, "Add parts for treble, alto, and tenor above the following notes. In each case give the root of the chord, and write the resolution," the same fault was evident, viz. roots and resolutions not good, and the necessary accidentals omitted in most cases.

In the Junior Grade the Harmony questions were well done, except question 9, "Add parts for sopranos, alto and tenor in short score, above each of the following notes. In every case state the root of the chord and give its resolution." Here again the roots and resolutions were not satisfactory, and the necessary accidentals were omitted in most cases, as in the other grades.



Question 3, "Alter the value of the notes in the following passage, and re-write it as five bars in  $\frac{3}{4}$  time"—although dealing with simple notation, and which was, perhaps, the easiest question in the paper, was only attempted by about 30 per cent. of the candidates, most of them rushing at the more difficult questions, and leaving the simpler ones unanswered.

Having had the honour of examining some years ago, notwithstanding these few faults, it has been a great pleasure to me to notice a marked improvement throughout in the general answering of all the candidates.

## SHORTHAND.

### JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

#### Report of M. F. BOYLE and GEORGE WM. BUNBURY.

A certain improvement all round was noticeable in the answering of candidates this year, especially as regards the transcription of Shorthand into Longhand (2nd Paper). It would appear as if the candidates had a better appreciation both of the nature of the programme and of the manner in which the papers should be dealt with when under examination.

We desire, however, to call attention to some points in which weakness was specially shown, as follows:—

*A. Paper* (Longhand into Shorthand).—The Junior Grade candidates (to repeat the observation we made last year) in several cases appeared to be ignorant of the *phonetic* principle—the basis of Pitman's Shorthand—or to have overlooked its application through carelessness. Mistakes such as the following were frequent:—Using the phonographic consonant "gay" for "jay," and *vice versa*: expressing the "b" in such words as "climbing," "subtle," &c. The most noticeable instances of neglect of the Text-book rules were in connection with the use of the right and left hand curved letters with hooked "r;" the upward and downward "l" and "r;" the various ways of expressing the aspirate "h;" circle and stroke "a."

The Middle Grade candidates did not seem to be very familiar with the Grammatical and contracted words as given in the "Manual."

The Seniors did their work in connection with this part of the programme in a satisfactory manner, both theoretically and practically.

*B. Paper* (Shorthand to be transcribed).—As we have mentioned above, the working of this paper was accurately and neatly done on the whole. It appeared evident that many of the candidates had taken the precaution to devote attention to the *reading* of Shorthand matter. This is a most improving practice, and should continue to receive the care it deserves.

In the higher grades, Middle and Senior, but especially the latter, this paper was not nearly so well worked, relatively, as by the juniors. Sufficient attention in many cases was not paid to the context.

We think it well to make some reference to the "Improvements" in the system which are at present so much discussed, and which may ultimately, in whole or in part, be incorporated into the Text-books. We noticed a small percentage of the candidates had favoured the "New Style"; for the purpose of our marking we considered their work in this respect as correct, as the question is still under consideration; but where the proposed alterations were not adopted, the candidate's work was not on that account regarded as defective.

## BOTANY.

## JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY.

## Report of HENRY H. DIXON, B.A.

The answering in Botany shows, on the whole, much careful study on the part of the students. In the Senior Grade the percentage of good papers is, as was to be expected, higher than in the other grades, and in the Middle it is higher than in the Junior. Yet in these two higher grades there is much room for improvement. The answers seem to indicate that although the students have a good knowledge of the wording of some text-book of Botany their acquaintance with the subject is, in most cases, superficial. They appear to be without practical experience of the objects and processes of which they have mastered the descriptions with considerable accuracy. This is particularly evident in the answers to descriptions involving a knowledge of structure and physiology. A thorough knowledge of these branches of Botany is impossible without practical instruction, which appears in few cases to have been given. In the Junior Grade great attention seems to have been given in order that the students should be quite familiar with the technical terms which are convenient in the description of plants. In many cases this familiarity with the terms is not accompanied with sufficient observation so that the terms are used as a cloak, often only too transparent, for great ignorance of the objects described. It would be more desirable as well as more interesting, if less trouble was taken to instruct them in these difficult terms, and more attention was given to cultivation of their powers of observation and description which appear necessarily hampered by the too great use of technical terms.

# APPENDIX IV.

## LIST OF SCHOOLS TO THE MANAGERS OF WHICH RESULTS FEES WERE PAID IN 1898, AND AMOUNTS OF SUCH FEES.

### BOYS.

#### LEINSTER.

County.	Town.	Name of School.	Amount paid (Original Endowment).	Amount paid (Local Taxation Amount).	Total Amount paid.	
DUBLIN.	Ringside.	St. Joseph's Classical School.	£ 1. 6.	£ 1. 6.	£ 2. 12.	
	Gallop.	Gallop College.	10 10 0	10 0 0	20 10 0	
	Do.	Charlotte School.	5 7 6	10 10 0	15 17 6	
	Do.	The Academy.	—	10 0 0	10 0 0	
	Gallop.	St. Patrick's Seminary.	5 0 0	10 12 0	15 12 0	
DUBLIN.	Ringside.	Belvedere College (J.S.S.).	10 10 0	100 00 0	110 10 0	
	Do.	Curatella Seminary, 41, Lower Leeson-street.	5 11 0	10 10 0	15 21 0	
	Do.	Gallop University School, 41, Lower Leeson-street.	10 10 0	100 00 0	110 10 0	
	Do.	Charlotte School, Ringside-street.	10 10 0	100 0 0	110 10 0	
	Do.	Do., Marlow.	10 10 0	100 0 0	110 10 0	
	Do.	Do., North Richmond-street.	5 10 0	100 0 0	105 10 0	
	Do.	Do., North Richmond-street.	10 1 0	1,000 00 0	1,010 1 0	
	Do.	Do., Ringside-street.	10 0 0	100 00 0	110 0 0	
	Do.	Do., Westland-row.	10 0 0	100 00 0	110 0 0	
	Grand Total.			107 10 0	1,210 10 0	1,317 20 0

BOYS.

County.	Town.	Name of School.	Amount paid (Original Estimate.)	Amount paid (Total Tenthpence Amount.)	Total Amount paid.
			£ s d	£ s d	£ s d
		Brought forward, . . . . .	225 0 0	1,400 0 0	1,400 0 0
Dorset—continued.	Dorchester.	Dorchester Intermediate and Commercial School, . . . . .	7 0 0	27 0 0	20 0 0
	Do.	Reverend Father's School, Great Freetown street, . . . . .	—	1 10 0	0 10 0
	Do.	High School, St. James's-street, . . . . .	225 20 0	497 0 0	225 20 0
	Do.	King's Hospital, Dorchester, . . . . .	20 0 0	175 0 0	200 0 0
	Do.	Messrs. Captain Dyer's School, . . . . .	40 0 0	525 10 0	525 10 0
	Do.	Maryland (Tollard) School, . . . . .	4 0 0	20 0 0	20 0 0
	Do.	St. City Academy, . . . . .	1 20 0	1 10 0	7 20 0
	Do.	St. Andrew's School, . . . . .	27 20 0	295 10 0	295 10 0
	Do.	Eastminster House School, . . . . .	0 0 0	10 10 0	22 10 0
	Do.	Trinity College, Blandford-upon, . . . . .	0 0 0	21 0 0	20 0 0
	Do.	St. Andrew's Academy Institution, . . . . .	10 0 0	121 0 0	120 0 0
	Do.	St. Andrew's College, . . . . .	20 10 0	220 0 0	220 10 0
	Do.	St. Mary's College, Blandford, . . . . .	20 0 0	320 0 0	320 0 0
	Do.	Wesley College, . . . . .	20 20 0	210 0 0	210 20 0
	Blandford.	Blandford College, . . . . .	100 10 0	451 10 0	470 10 0
	Do.	Arden School, . . . . .	—	0 0 0	0 0 0
	Christchurch.	Morgan's Endowed School, . . . . .	25 0 0	25 0 0	250 0 0
	Do.	St. Thomas's College, . . . . .	20 0 0	220 0 0	220 0 0
	Christchurch.	St. Joseph's Seminary, . . . . .	4 0 0	25 0 0	20 0 0
	Osborne.	St. Thomas's College, . . . . .	20 20 0	225 10 0	220 20 0
		Carried forward, . . . . .	1,400 0 0	1,400 0 0	1,400 0 0

BOYS.

County.	Town.	Name of School.	Amount Paid (Original Estimate less Grants).	Amount Paid (Local Authorities' Grants).	Total Amount Paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
DUBLIN—continued.	Clonsilla.	Christian Schools.	1,120 0 0	4,700 0 0	5,820 0 0
	Do.	Gerrig School.	0 1 0	107 15 0	108 15 0
	Do.	St. George's College.	0 0 0	228 7 0	228 7 0
	Thurston.	Queen's College.	0 0 0	50 0 0	50 0 0
KILDARE.	Adoy.	Christian Schools.	17 10 0	200 10 0	217 10 0
	Myndoverton.	Do.	16 10 0	107 0 0	123 0 0
	Finia.	Do.	0 17 0	0 4 0	7 1 0
	Do.	Christine Schools.	0 0 0	0 1 0	0 1 0
	Do.	Immaculate School.	—	0 0 0	0 0 0
	Northridge.	St. Patrick's.	14 11 0	100 10 0	114 11 0
	Do.	Trinity College.	11 10 0	10 10 0	21 10 0
	Ballin.	St. George's Wood College (old).	100 0 0	0 0 0	100 0 0
KILKENNY.	Oslen.	Christian Schools.	0 15 0	40 7 0	40 15 0
	Elboway.	Do.	10 7 0	100 7 0	110 14 0
	Do.	Kilkenney College.	4 7 0	40 4 0	44 11 0
	Do.	Proctor College.	0 10 0	100 10 0	100 10 0
	Do.	St. Clare's College.	27 11 0	0 0 0	27 11 0
KING'S COUNTY.	Thurston.	Thurston School.	0 10 0	0 10 0	0 20 0
	Do.	Proctor's Brothers' Academy.	0 0 0	111 10 0	111 10 0
LIMERICK.	Longford.	St. Mary's College.	14 0 0	200 10 0	214 10 0
		Brought forward.	1,000 10 0	14,200 0 0	15,200 10 0

BOYS.

County.	Town.	Name of School.	Amount paid (Original Rule Fund).			Amount paid (Lapsed Taxation Amount).			Total Amount paid.		
			£	s	d	£	s	d	£	s	d
		Brought forward.	1266	12	0	12,422	0	0	13688	12	0
Kent.	Brighthelm.	Christian Schools.	12	17	0	520	14	0	532	11	0
	Do.	Grammar School.	12	0	0	70	0	0	82	0	0
	Donstall.	Charter School.	00	10	0	400	10	0	410	10	0
	Do.	Educational Institution.	00	0	0	175	10	0	175	10	0
Mass.	Do.	St. Mary's College.	00	7	0	144	10	0	144	10	0
	Edin.	Christian Schools.	12	0	0	00	0	0	12	0	0
	Haver.	St. Peter's Seminary.	01	0	0	127	17	0	128	17	0
New York.	Manhasset.	The Manhasset.	0	17	0	27	0	0	27	17	0
	Port Jervis.	Incorporated Society's Collegiate School.	20	14	0	140	14	0	160	14	0
Warwick.	Bedford.	Free School.	44	10	0	200	0	0	244	10	0
	Madison.	Christian Schools.	12	7	0	120	4	0	132	11	0
Westmore.	Bedford.	Christian Schools.	27	1	0	200	0	0	227	1	0
	Do.	do.	4	0	0	00	10	0	4	10	0
	New Ross.	do.	0	17	0	00	17	0	0	17	0
	Richmond.	Christian Schools.	—	—	—	7	10	0	7	10	0
	Weston.	do.	00	0	0	100	10	0	100	10	0
	Do.	St. Peter's College.	20	0	0	120	0	0	140	0	0
	Do.	Yale School.	1	0	0	07	0	0	8	0	0
	Do.	Weston School.	0	10	0	00	10	0	0	10	0
Windsor.	Trinity.	Convent School.	0	10	0	7	10	0	7	10	0
	Total.		1266	12	0	12,422	0	0	13688	12	0

List of Schools to the Managers of which Bursary Fees were Paid in 1888, and Amounts of such Fees—continued.

# BOYS.

## LISTED.

County.	Town.	Name of School.	Amount paid (Bursary Bursary-fees).	Amount paid (Total Bursary-fees).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
SURREY.	Baldwin's.	Intermediate School.	0 0 0	0 0 0	0 0 0
	Baldwin's.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	Intermediate School, St. George's-road.	0 0 0	0 0 0	0 0 0
	Do.	Do.	0 0 0	0 0 0	0 0 0
	Baldwin's.	Intermediate School.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
SURREY.	Arundel.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
	Do.	St. John's Academy.	0 0 0	0 0 0	0 0 0
Carried forward.			0 0 0	0 0 0	0 0 0